



Teaching, Learning and Assessment Strategy

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Current Version number	August 2020 v4	Review date	August 2021
Published on website	Yes	Related policies and/or procedures	
Relation to QAA requirements (parts of code covered)			
Informed by the UK Quality Code			

Context

The College's Strategic Plan identifies as a key strategic aim: *"To provide our learners with an "education for application"*.

This *Teaching & Learning Strategy* identifies the key outcomes of the educational experience for College students, with a particular focus on enabling every student to achieve defined attributes, behaviours and skills.

The College Graduate: The College has identified the key outcomes, in the form of the attributes that it will seek to develop in its students.

The key attributes of the College Graduate are a graduate who:

- Is creative
- Works with intelligence
- Is a critical thinker
- Is socially responsible
- Works independently

Commitments

The London College is committed to providing a 'best in class' learning experience for its students, incorporating flexible pedagogies designed to meet different learner needs, and curricula that are scholarship-informed and employer-led to enable our students to fulfil their potential and prepare them for the career opportunities available to them, regardless of background and previous educational experience.

This Learning and Teaching Strategy sets out the priorities for our academic development in the period 2020 – 2025. It builds on the significant achievements of recent years in which every aspect of the academic offer within the College has become even stronger, with significant uplifts in student satisfaction, in student performance and in student outcomes.

This strategy recognises that some students will come to the College with clear longer-term goals in mind, while others may be seeking the opportunity to pursue their academic interests at a higher level.

For all students the strategy is based around the principle that the College needs to be transformational, supporting students to achieve at a level that they did not know that they were capable of; opening up new areas of knowledge and understanding; and challenging every student to reflect upon their broader opportunities to engage with the cultural and societal issues within the region, the country and globally.

The strategy identifies **three key pillars** which reflect the expectations that College education will prepare students for the lives that they will go on to lead, that the academic delivery within the institution will be of consistently high quality, and that the College will ensure that its engagement with cutting-edge scholarship, new knowledge and new practices is fully integrated into its teaching.

The Learning and Teaching Strategy is thus a key element in delivering the College's ambitions. It will inform and underpin the Student Experience at the College. The Strategy is a document that articulates the key areas of endeavour for the College's academic communities, and seeks to do so by recognising the continuing importance and relevance of the College's long-standing Mission of being a College which is committed to the transformation of the lives of its students.

The three core strategic pillars

Pillar 1: Student Employability:

Every programme will give students the opportunity to engage with content which ensures that the student is fully prepared for relevant practice environments. The range of activities which may satisfy this requirement are wide, covering activities from formal practice placements and real-world learning, through to work-based projects. Each undergraduate programme will offer at least one credit-bearing module which supports this.

Pillar 2: Teaching Quality:

The College is committed to consistently high standards of teaching excellence across all of its programmes. Peer-observation schemes will be reviewed to identify and disseminate best practice, and steps taken to ensure that there is a clear capture of student feedback on issues of teaching quality at all levels. Systems for the recognition of excellence in teaching will be reviewed to ensure that they are fully effective.

Pillar 3: Scholarship¹ in the Curriculum:

The College is investing significantly in supporting and growing its scholarship base across all areas. The College commits to ensuring that this activity is visible in programmes at every level, ensuring that students are challenged to engage with the creation of new understandings within their disciplines.

Core elements of the Strategy:

The College will:

1. Provide high quality, inspirational teaching from well-qualified staff who are recognised as experts in their field and accessible to students through a strong and effective, institution-wide personal tutoring system which operates consistently within a supportive educational environment.
2. Promote an environment in which learning and teaching are valued and excellence in teaching is rewarded and celebrated, building the reputation of staff and the institution.
3. Drive the continuous enhancement of pedagogic practice through a systematic approach to professional development for academic staff at all stages in their

¹ "Scholarship" throughout this document refers exclusively to academic study and achievement at an appropriate level of higher education.

careers aligned with the UK Professional Standards Framework, actively encouraging and supporting the sharing and embedding of effective practice through the establishment of communities of best practice.

4. Support academic staff to develop innovative teaching and assessment methods and explore distinctive approaches to curriculum delivery, enabling multiple approaches to learning and teaching and assessment, and identifying opportunities to integrate digital technologies in their practice where appropriate'
5. Provide a dynamic and stimulating learning environment in which there is continuing investment to enhance pedagogy and develop physical and virtual learning spaces which support diverse learning needs and methods, and which encourage creativity and new forms of engagement and dialogue with its students, providing opportunities for innovative practice and embracing the development of digital tools and technologies.
6. Ensure a systematic and continuous review of the academic portfolio in order to provide the highest quality, research-informed, contemporary curricula in which multidisciplinary is encouraged and supported, and which meet the needs of the College, employers and region, enabling students to develop their abilities as critical, active and independent learners, capable of succeeding in changing environments and circumstances, building the knowledge, skills, confidence, creativity and adaptability necessary to succeed in their future careers.
7. Ensure that the curriculum and the student experience are fully reflective of the globalised environment and reflect a multitude of cultural approaches, so that students are equipped with the knowledge, skills, global perspective and intercultural awareness necessary to compete and succeed in the global marketplace; building and developing an awareness and understanding of sustainability in their practice.
8. Provide students with the opportunity to undertake independent research and work-based learning, building an understanding of knowledge creation and innovation, and harnessing enterprise and creativity.
9. Engage students proactively in shaping their experience through influencing learning, policy, process and outcomes, to enable a 'student as partner' culture which enhances the overall student learning experience.
10. Promote inclusive and flexible learning provision which meets the diverse needs of different learners, and provides an environment in which learners are effectively supported in their transition through the different stages of their higher education journey.
11. Provide a rich, varied and relevant curriculum, which enables students to take the next steps towards mastery in their disciplines, and which in turn supports a thriving community of scholars who are able to undertake postgraduate study should they wish.