

Regent College London

Learning and Teaching Enhancement Strategy 2018 -2021

1. Regent College's Strategic Plan

Our Strategic Plan provides the high level context for learning and teaching at Regent College London (the College), and commits us to continuous quality enhancement. Within this strategic context we have developed a strategy for learning and teaching enhancement.

Our aims and aspirations in an academic context are that:

- Every student is supported to fulfil his or her academic potential and aspirations
- Teachers and students pursue academic excellence
- Our students develop a love of learning, both individually and with others, and acquire a wide range of learning skills
- We create an environment in which students are confident in their ability and increasingly take responsibility for their own learning
- To maintain and aim to enhance the Silver Teaching Excellence Framework (TEF) rating for 2019
- The College's Equality and Diversity Policy will be applied to students' learning, teaching and assessment support and experience.

Our Learning and Teaching Enhancement Strategy has been developed with the above aims and aspirations taken into account. Implementation of this strategy will help realise our aims and aspirations.

2. QAA UK Quality Code

This Policy aligns with the UK Quality Code core and common practices in

Expectation for Standards:

The academic standards of courses meet the requirements of the relevant national qualifications framework.

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.
- The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for Quality:

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- The provider designs and/or delivers high-quality courses.
- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
- The provider supports all students to achieve successful academic and professional outcomes.
- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

This Policy also incorporates the following Guiding Principles set out in

the Advice and Guidance for Learning and Teaching:

- 1. Effective learning and teaching is underpinned by a shared understanding of the provider's learning and teaching strategy.
- 2. Effective learning and teaching is underpinned by a focus on student achievement and outcomes.
- 3. Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.
- 4. Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students' learning and high-quality teaching.

- 5. Effective learning and teaching is underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes.
- 6. Effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.
- 7. Effective learning and teaching ensures that information about, and support for, learning and teaching is clear and accessible to all students and stakeholders.
- 8. Effective learning and teaching encourages and enables students to take an active role in their studies.
- 9. Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.

the Advice and Guidance for Assessment:

- 2. Assessment is reliable, consistent, fair and valid.
- 6. Assessment and feedback is purposeful and supports the learning process.
- 7. Assessment is timely.
- 10. Assessment encourages academic integrity.

the Advice and Guidance for Monitoring and Evaluation:

- 1. Providers agree strategic principles for monitoring and evaluation to ensure processes are applied systematically and operated consistently.
- 3. Providers clarify aims, objectives, activities and actions, and identify the key indicators, issues, questions, targets and relevant information/data.
- 5. Providers evaluate, analyse and use the information generated from monitoring to learn and improve.

3. Teaching Excellence Framework (TEF)

The College has engaged with the Teaching Excellence Framework over the past three years. In the 2017 academic year the College achieved Bronze status through the excellent NSS results and adequate DHLE results. In the 2018 academic year the College was awarded Silver status in the TEF based on, for example, the 2017 NSS results and other positive indicators.

We will work to achieve Gold status in the next round of the TEF.

4. Learning and teaching enhancement strategy

Our overall strategic approach to learning and teaching is as follows:

To provide students with a rewarding learning experience, helping them to achieve their academic, professional and personal goals in a relaxed, supportive and friendly environment where equality and

diversity are valued. Regent College London staff strive to deliver quality, value and flexibility through our programmes.

Our strategic educational aims for all our taught programmes are to support students to develop:

a) Critical intellectual enquiry

Independent learning that includes the intellectual powers of analysis, synthesis, evaluation, constructive criticism, creativity and reflection.

b) Subject expertise and appreciation of context

A thorough understanding of, and enthusiasm for, the academic and professional subjects studied, together with an ability to place them in the context of ethical, economic, environmental and global considerations.

c) A positive approach to learning

For students to possess a willingness to accept responsibility for their own learning, to be independent learners by using initiative, self-guidance, and a commitment to life-long learning.

d) Application of knowledge

To promote skills such that our students are capable of making a significant contribution as employees, citizens, and play an active and responsible role in society

e) Global perspective

A global and international perspective resulting in students being prepared for an ever-changing world where technology plays an increasingly important role.

5. Principles

To provide students with the highest quality learning experience and to meet our strategic educational aims Regent College London is committed to promoting and supporting the following principles:

- i A learner-centred approach that encourages active student engagement, critical thinking and provides flexibility in how, when and where students learn.
- ii Learning, teaching and assessment practices that are transparent, inclusive and fair and take account of the needs of a diverse student body.
- iii Learning, teaching and assessment practices that take account of our Equality and Diversity Policy and ensure that all students are treated equally and fairly.
- iv Fit-for-purpose curricula that have been developed by our chosen awarding bodies/organisations to enhance the employability of our graduates.
- v Effective mechanisms that enable students to work with staff in order to ensure that learning, teaching and assessment practices are continuously enhanced.
- vi Well-qualified academic and professional staff who are valued, rewarded and supported as scholarly and reflective practitioners in higher education.
- vii The provision of virtual and physical learning spaces with appropriate learning and learning support resources.

6. Teaching

We see face-to-face teaching, in its various formats, as the main platform for student learning, supported by the use of learning technologies, student-student interactions and work experience (where it can be provided). Regent College London considers the key functions of face-to-face teaching to be:

- the transmission of subject specialist knowledge and deepening the student's understanding of their chosen subject of study
- promoting analytical, critical and reflective thinking
- motivating, enthusing and inspiring students to want to learn
- fostering student communities where they can learn from each other
- providing students with rich, varied, exciting and academically challenging classroom learning experiences

To achieve these key functions of face-to-face teaching we have identified the following as key:

- employing academic staff to teach who are experienced lecturers, well-qualified and up-to-date in their areas of specialist teaching
- the use of various mechanisms to provide a culture of continuous enhancement of teaching practices, for example, annual staff appraisal, observation of teaching and obtaining recognised teaching qualifications, where appropriate
- regular, comprehensive and measurable feedback from students about their learning experience. We will use a slightly modified version of the National Student Survey questionnaire to gain feedback from students about their learning experience as well as the results of the annual National Student Survey.

7. Student assessment

Assessment is a key indicator to knowing what students have learned and is often the area of students' experience that results in the lowest levels of satisfaction. To enhance student assessment Regent College London will endeavour to ensure, within the control of the summative assessment policy of the awarding body/organisation, that:

- assessment fosters in students reflection, analytical and critical thinking about their subject(s) of study as well as making links across subject boundaries
- assessments are based on appropriate academic standards, and are fair, accessible and valid
- assessments are beneficial and supportive of the learning process
- assessments are designed to reduce/eliminate the opportunity for academic malpractice, including plagiarism
- feedback for assessed work is provided to students in a timely way and with comments that provide information about both strengths and weaknesses and ways for the student to develop academically.

8. Equality and Diversity

Regent College London's Equality and Diversity Policy supports the principle of equality of learning opportunities for all its students, and values the diversity of the current student profile and that of

prospective students who wish to undertake their studies at the College. We are committed to treating all students with respect and dignity, and to support students to reach their full academic and professional potential. Our Equality and Diversity Policy is available from the website (<http://www.regentcollegelondon.com/our-college/policies/>). We have established an Equality and Diversity Monitoring Group, which meets on a regular basis, to help ensure meeting our stated aims of the Equality and Diversity Policy.

9. Digital technologies

Regent College London fully recognises the importance of digital technologies in supporting and enhancing student learning. Digital technologies will be exploited to support and enhance student learning from face-to-face teaching. Digital technologies will be used to:

- support learning from classroom and other forms of face-to-face teaching
- deliver, where appropriate and achievable, online assessment
- provide a wider range of learning opportunities from face-to-face teaching

Examples of the types of digital technologies that can be exploited to support teaching and enhance student learning include: virtual learning environment, social learning networks (such as Facebook and Twitter), and e-books/e-journals.

10. Staff development to support the strategy

All staff who teach at Regent College London will have an annual appraisal (or equivalent), part of which will identify continual professional development plans and the means by which teaching staff keep up-to-date in their specialist areas of teaching. We wish to be able to provide staff development opportunities for all staff to enable them to continuously enhance the teaching and learning experience provided to our students. Some of the areas we wish to progress are identified below:

- staff development opportunities, offered through Human Resources, which may include - how to be a unit leader, how to be a project supervisor, how to use technology to support learning
- encourage external certification where possible, such as City and Guilds and Higher Education Academy
- sharing good practice in teaching, learning and assessment
- scholarly and research opportunities

We recognise the importance of leadership and management in supporting and promoting staff development, the Principal, Head of Standards & Quality Enhancement, Deans of subject areas and Programme Leaders have key roles to play here.

11. Observation of teaching

We are committed to enhancing teaching and identifying excellent practice through a process of observation of teaching, implementing a system which shares good practice and helps teaching staff further improve the learning experience offered to their students. Our observation of teaching policy and procedure aims to:

- ensure that critical and constructive feedback is provided to teaching staff so that they are aware of both their strengths and areas for enhancement

- ensure that Regent College London gains an overall profile of strengths and areas for enhancement across all teaching so that college-wide staff development initiatives can be identified and delivered.

12. Measuring success

The successful implementation and monitoring of this Learning and Teaching Enhancement Strategy will be achieved through:

- setting targets for student satisfaction
- regular progress monitoring reports for Academic Board to comment on progress with our strategy, which will also be considered by our senior management team at College Higher Education Management Meeting.

a) Targets

The following targets for students' satisfaction will be set and performance assessed through results of the scores of our Student Survey, which is administered at the end of each Unit, and the National Student Survey results:

- Students rate their overall satisfaction with their course at 80% or greater, with no individual component (teaching, assessment, academic support, programme organisation, learning resources and personal development) below 75%
- Increased assessment submission rates and pass grades year on year.

13. Governance

Ownership of Regent College London's Learning and Teaching Enhancement Strategy resides with both teaching and administrative staff. The Strategy is approved by Academic Board and overseen by the College Higher Education Management Team. Development, review and implementation is the responsibility of the College Higher Education Management Team. The Principal, Head of Standards & Quality Enhancement, Deans of subject areas and Programme Leaders have senior management responsibility for the Learning and Teaching Enhancement Strategy.

14. Progress Monitoring

Regular progress monitoring reports evaluating progress and achievement with implementation of the Learning and Enhancement Teaching Strategy will be produced on at least an annual basis by the Head of Standards & Quality Enhancement.

15. Review

Regent College London's Learning and Teaching Enhancement Strategy will be reviewed on at least an annual basis with the next review in August 2019.

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