

CITY OF LONDON COLLEGE



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A UNIVERSITY SECTOR PREMIER COLLEGE

LEARNING AND TEACHING POLICY

2022/2023

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1. Introduction

- 1.1. The purpose of the Learning and Teaching Policy is to articulate the College's commitment to learning and teaching and to identify how this commitment is supported.
- 1.2. The College aims to provide higher education of a quality and kind that will enhance the capabilities, potential and intellectual independence of its students, on a life-long basis.

2. City of London College's Commitment

- 2.1. The College's continued commitment to respect, preserve and enhance knowledge through learning and teaching will be demonstrated through:
 - Integrity and quality in the delivery of teaching, research supervision and assessment of student learning outcomes comprising the graduate profile.
 - The award of qualifications that are research-led, accessible and consistent with requirements for a university education within a context of multicultural student populations from diverse backgrounds.
 - Ongoing review and revision of qualifications and their delivery based upon peer review and including input from students, internal and external disciplinary experts and appropriate national and international accrediting bodies.
 - Assurances of appropriate staff and student supports necessary to meet the requirements of the learning and teaching process irrespective of mode or location of tuition and study.
- 2.2. The College looks to support its commitment to learning and teaching through:
 - Academic staff that are committed to delivering quality programmes and support staff who provide the services necessary for academic success and retention.
 - A curriculum that leads to qualifications at undergraduate and postgraduate degree level that reflect the interdependence of research and teaching.
 - Quality assurance of study resources such as paper descriptions, paper guides and online learning environments, and any other materials formally made available as part of tuition and course requirements.
 - Professional and teaching support provided to staff in the preparation, delivery and ongoing revision and quality assurance of qualifications, courses and materials.
 - Access to appropriate pastoral care, academic advice and student learning support available to students regardless of mode or locus of study.
 - An academic infrastructure of facilities and services, including IT, library, teaching, and learning spaces.
 - An environment where there is academic freedom

3. Learning and Teaching Environment

- 3.1. City of London College aims to create a vibrant learning and teaching environment, one characterised by collegiality, creativity and intellectual challenge that will inspire both students and staff.
- 3.2. It is incumbent upon the College to ensure that it is a place where the highest quality teaching and student learning can take place. This will include providing:
- fit-for-purpose facilities and resources (e.g. appropriately equipped classrooms, lecture theatres and teaching laboratories, libraries, offices, equipment, IT support and learning technologies);
 - timetabling services where the allocation of rooms and the scheduling of teaching promotes good and deep learning;
 - high quality opportunities for professional development that will support staff in meeting expected levels of performance;
 - policies and strategies that are supportive of teaching and student, without being unnecessarily bureaucratic or burdensome;
 - an environment where teaching is valued and recognised and where development of teaching practice is supported and encouraged;
 - levels of resourcing that will balance the workload of individual staff to ensure that the quality and consistency of education is maintained alongside achievement of the highest levels of performance in research and service.

4. Expected Level of Performance

- 4.1. The College expects all staff to contribute positively to the achievement of a consistent culture of teaching quality. In addition to being able to demonstrate a good standard of performance in relevant areas of practice, this means that staff will show an appropriate commitment to ongoing individual and collegial professional development so that the quality of their teaching is maintained.
- 4.2. Teaching and supporting student learning covers a range of activities; the College expects individuals to be effective in any of the following which are relevant to their role:
- **Learning design** – staff will plan teaching and student learning activity, be that at the level of the individual session, the module and/or whole programmes, that is coherent and thought-through, which encourages students to work hard and is properly aligned to relevant outcomes.
 - **Teaching practice** – staff will manage different teaching contexts (e.g. lectures, seminars, tutorials, problem-classes, lab-classes, academic supervisions and online environments) and engage students in a variety of ways (including the appropriate use of both face-to-face techniques and learning technologies) to support inclusive and deep learning. In their teaching practice staff will demonstrate an awareness of essential principles of effective presentation and will communicate clearly and fluently in both written and spoken English.

- **Supervision** – students’ overall progress and personal development will be properly supported, with staff aware of the range of expertise within the College from which they can seek advice and to which students can be referred.
- **Creation of learning materials** – staff, with support as necessary, will take responsibility for producing high-quality and inclusive resources to support student learning (e.g. presentations, handouts, bibliographies, problem-sheets, lab-scripts, online and digital resources).
- **Assessment** – summative assessment will be designed to be valid in terms of assessing what it is intended to assess, in an appropriate way and at an appropriate level and robust guidance and approaches to marking will be followed to maximise consistency. Formative assessment will be well planned and timely so that it informs and drives student learning.
- **Feedback** – staff must provide high quality feedback to students and abide by published return deadlines; high quality feedback will include explaining the standard of work that has been submitted, providing guidance that will enable improvement and supporting students to develop their own skills of selfassessment.
- **Administration** – staff will ensure that the administrative tasks relating to their own learning and teaching are carried out professionally (including the coordination of colleagues and supervision of postgraduate students where relevant).

4.3. To meet acceptable standards in carrying out these activities, the College expects staff to have an appropriate knowledge of:

- **The subject material they are teaching** – staff will ensure that the material they are teaching is up-to-date and reflects contemporary thinking and themes; sometimes individuals will be asked to teach on topics which do not directly relate to their particular area(s) of expertise, but even in such cases they should be sufficiently prepared to be able to structure material sensibly, to teach clearly and to engage students in effective learning.
- **How students learn** – expectations of how material is most effectively learned may vary between (and within) disciplines and may also be dependent upon the nature of the learning that is intended; however, staff should be aware of credible theories of learning and should develop their own understanding based upon these theories, their own experience and that of their colleagues.
- **The level of learning** – staff will understand the level at which to pitch their teaching and assessment and the level of typical student learning that can be expected. Further, they should have an understanding of the structure and purpose of the curriculum as a whole so that they are clear on what it is safe to assume a student will know based on previous learning and what students will need to know to engage with future learning.
- **Pedagogical principles** – staff should have an understanding of the fundamentals of curriculum and learning design within a research-led teaching environment and an informed perspective on the strengths and weaknesses of different teaching, assessment, feedback and evaluation approaches (including the application of learning technologies).

- **College and other learning and teaching policy** – staff will abide by College guidance and regulation regarding the organisation and implementation of learning and teaching and likewise should be cognisant of relevant external guidance (e.g. Quality Assurance Agency information and Professional Statutory and Regulatory Body requirements).

4.4. In undertaking teaching and in supporting student learning, the College expects all staff to demonstrate core values, these being a commitment to developing and maintaining professional behaviour and professional skills.

5. Issues Affecting Performance

5.1. Although all staff should aspire towards quality, consistency and continuous improvement, the College recognises that factors may arise which impact upon teaching performance, or the perception of teaching performance. For example:

- staff new to teaching may need time to develop their ability through experience and training;
- where innovations or new modules are being delivered, time for iterative adjustments may be required to work through unanticipated issues;
- where a member of staff has to cover for a colleague or take on teaching at short notice, this may impact upon the perceived quality of their teaching;
- sickness, leave or other career breaks may cause some disruption in an individual's ability to maintain teaching performance;
- although all staff will work to make their teaching engaging, some subjects are inherently more difficult and challenging than others, require more and harder work and may be less popular; this could reflect unfairly in, for example, module evaluation scores in a way that does not actually reflect the quality of the teaching that was provided;
- issues outside of an individual's control can impact upon perception of teaching quality by students: for instance, problems relating to timetabling and room allocation.

6. Learning, Teaching and Assessment

6.1. The classroom experience should reflect the expectations of the UK Quality Code Part B Chapter.

6.2. The student is at the centre of the learning experience and an active participant in his or her own learning.

6.3. In planning for learning, teachers should take into account the wide continuum of needs and the requirements set out in other relevant documents and policies e.g. the Equality Policy.

- 6.4. City of London College is committed to the view that assessment as integral to the learning and teaching process. It should be used to improve the student's learning experience.
- 6.5. Learners learn best when they understand clearly what they are trying to learn and what is expected of them. Their learning experience is enhanced by relevant feedback about the quality of their work; it helps them to understand how to improve where necessary, especially when they are fully involved in decisions about what needs to be done and who can help them.
- 6.6. It is the responsibility of the teachers to ensure that they adopt appropriate assessment procedures and to provide a range of stimulating and motivating approaches to learning and assessment, which should be active and collaborative in focus, and allow students to demonstrate their learning in regard to knowledge and understanding, skills, attributes and capabilities.
- 6.7. It is the responsibility of the College management team to support teachers in planning and providing high quality learning experiences by providing opportunities for professional dialogue, collegiate working and networking to facilitate sharing good practice and moderation of standards; and ensuring that the College's resources are allocated to most effectively meet learning needs.

7. Support for Staff

- 7.1. Expectations with regard to performance in teaching and the support of learning should be communicated clearly by the Academic Director so that staff are aware of minimum acceptable standards and where their performance stands in relation to these standards.
- 7.2. Staff will, where necessary, receive support from the College through procedures which are implemented at local level (e.g. peer support for teaching, mentoring, performance review).
- 7.3. Staff should expect to receive a workload allocation that is fair and which will enable them to carry out their responsibilities to a high standard, that will allow them to contribute to the achievement of the College's strategic objectives and which provides space for personal development.
- 7.4. Where staff believe their ability to undertake teaching to an acceptable standard is undermined, or where they believe their opportunity to develop their teaching practice is jeopardised, by a deficit in the support they are receiving, it is the responsibility of the individual to raise this issue with the Academic Director and the responsibility of the Academic Director to give such approaches due consideration.

8. Policy Review

This policy will be reviewed on an annual basis, or if there is a change in legal or other business or academic related requirement.

<i>Review date</i>	<i>Description</i>	<i>Reviewer</i>
October 2024	Admissions Policy	Academic Director

Document history:

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