



CITY OF LONDON COLLEGE

CHANGING FUTRES - ASPIRING SUCCESS

Learning & Teaching Policy

2026

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1. Introduction - The College recognises higher education as both an intellectual endeavour and a public responsibility. Learning and teaching are the primary mechanisms through which knowledge is respected, preserved, extended and applied. Through rigorous scholarship and inclusive pedagogical practice, the College enables students to engage critically with established knowledge, question assumptions, and contribute meaningfully to professional and civic life. The policy sets out an extensive and evaluative framework for learning and teaching across all higher education provision. It articulates the College's philosophy of education, its approach to pedagogy, active learning, technology-enhanced delivery and feedback, and the mechanisms through which academic quality is assured and enhanced.

The College operates within the UK's national regulatory and quality framework. It aligns its provision with the UK Quality Code for Higher Education maintained by the Quality Assurance Agency for Higher Education, ensuring that academic standards and the student academic experience meet nationally recognised expectations. The College complies with the Conditions of Registration set by the Office for Students, particularly those relating to quality, standards and positive student outcomes.

The policy is also consistent with the academic framework and assessment expectations of Plymouth Marjon University, ensuring parity of academic rigour and transparent governance. It is further informed by enhancement-led practice and professional recognition frameworks promoted by Advance HE, including the UK Professional Standards Framework (UKPSF), which defines national expectations of teaching professionalism in higher education. The College affirms that high-quality learning and teaching must be intentional, scholarly, inclusive and accountable. It must demonstrate clear alignment between intended learning outcomes, pedagogical design and assessment practice. It must also recognise the developmental nature of learning at higher education level and the responsibility of staff to facilitate intellectual progression with integrity and expertise.

2. Purpose and Scope - This policy governs the design, delivery, evaluation and oversight of higher education learning and teaching at the College. It applies to all programmes at Levels 4–7 and to all academic staff, visiting lecturers and professional services colleagues supporting academic delivery. The policy defines expectations relating to curriculum design, active and technology-enhanced learning, feedback practice, staff performance and academic governance. It establishes how the College assures standards, supports professional development and maintains continuous enhancement.

3. Regulatory and Sector Alignment- The College's higher education provision is benchmarked against national academic standards, including the Framework for Higher Education Qualifications (FHEQ) and relevant Subject Benchmark Statements. These define the level and intellectual demands expected at each stage of study. The UK Quality Code emphasises that high-quality learning and teaching are characterised by academic coherence, inclusive design, reliable assessment and effective student engagement. The College's approach is designed to meet these expectations and to ensure that academic standards are maintained over time. In accordance with the regulatory framework of the Office for Students, the College demonstrates that students receive a high-quality academic experience and achieve credible academic outcomes. Alignment with Plymouth Marjon University ensures clarity in academic regulations, marking standards and governance processes.

4. The College's Academic Mission and Commitment to Knowledge – The College is committed to respecting, enhancing and preserving knowledge through learning and teaching. Respect for knowledge entails scholarly integrity, disciplinary rigour and intellectual honesty. Enhancement of knowledge involves critical engagement, research-informed teaching and the integration of contemporary professional developments. Preservation of knowledge requires structured transmission of foundational concepts and theoretical frameworks alongside opportunities for critical interrogation. The College affirms that learning and teaching must cultivate analytical depth, ethical awareness and professional competence. Academic practice therefore balances disciplinary scholarship with applied relevance, ensuring that graduates are both critically informed and practically capable.

5. Understanding How Students Learn in Higher Education - The College recognises that higher education learning differs fundamentally from prior educational experiences. Students transition from guided acquisition of knowledge to independent critical inquiry. Learning at this level requires the development of metacognition, reflective capacity and evaluative judgement. Pedagogical practice at the College acknowledges cognitive development theories, diversity of learner backgrounds and the progressive nature of intellectual growth. Teaching strategies are therefore scaffolded to support progression from comprehension and application at Level 4 to synthesis, evaluation and original analysis at Level 6 and beyond. The College evaluates teaching effectiveness not merely by content delivery but by evidence of deep learning, sustained engagement and intellectual autonomy among students.

6. Pedagogical Framework and Curriculum Design - Adopting a constructively aligned model of curriculum design, the College confirms that intended learning outcomes (ILO) define the knowledge, skills and competencies students are expected to achieve. Teaching activities and assessment strategies are, therefore, aligned explicitly with these outcomes. Pedagogy is research-informed, professionally relevant and reflective, with academic staff engaging with contemporary scholarship in both subject and pedagogical domains. Teaching approaches are selected based on their capacity to promote deep learning rather than superficial coverage.

Curriculum design, in line with the College's awarding body regulations, incorporates inclusive principles with learning materials and case studies reflecting a diversity of perspectives. Teaching methods are varied to accommodate different learning styles and to promote equitable participation.

7. Active Learning and Academic Engagement - Active learning is embedded within the College's teaching model. Students are expected to engage in discussion, collaborative inquiry, problem-solving and applied tasks. Workshops, seminars and project-based activities encourage participation and intellectual exchange. Active learning strategies are evaluated for effectiveness through student feedback and performance outcomes. The College recognises that engagement enhances retention, understanding and critical thinking, incorporating passive delivery methods which are supplemented with structured interaction to ensure meaningful participation. Student engagement extends beyond classroom activity, supported by personal academic tutoring, academic skills workshops and guided independent study contributing to sustained academic development.

8. Technology-Enhanced Learning - Technology-enhanced learning supports accessibility, flexibility and innovation. The College utilises a secure virtual learning environment (VLE) to host materials, facilitate discussion and provide formative activities. A range of digital tools are employed to enrich learning, including interactive resources, recorded lectures, online collaboration platforms and digital assessments which are integrated where they enhance learning outcomes. The College evaluates the impact of these approaches and resources on engagement, accessibility and attainment. Digital practice is guided by inclusivity principles and data protection standards, with staff receiving support in effective and ethical use of educational technologies.

9. Feedback, Assessment for Learning and Academic Development - Feedback is central to the College's educational philosophy, being designed to be developmental, timely and aligned with learning outcomes. Students are supported in interpreting feedback and applying it to future work. Formative feedback builds assessment literacy and self-regulation. Summative feedback confirms achievement and identifies areas for progression. In alignment with Plymouth Marjon University, feedback on assessed work is normally returned within 28 calendar days unless exceptional circumstances apply. The College evaluates feedback quality through student surveys, moderation processes and peer review of marking practice.

10. Expectations of Academic Staff and Professional Standards - Academic staff are expected to demonstrate appropriate subject expertise, scholarly engagement and pedagogical competence. They must possess sufficient knowledge of the subject matter they teach and maintain currency through research, professional practice or scholarly activity. Staff are expected to understand how students

learn within their discipline and to design teaching that supports progression and inclusivity. Performance expectations align with the UK Professional Standards Framework promoted by Advance HE. Professional conduct includes respect for diversity, academic integrity and commitment to continuous improvement.

11. Learning Environment and Academic Culture - The College fosters a learning environment characterised by mutual respect, intellectual openness and scholarly dialogue. Physical and digital spaces have been designed to support engagement and accessibility, encouraging an academic culture that promotes integrity, inclusivity and critical inquiry. Students are encouraged to contribute responsibly to academic discourse.

12. Staff Support, Scholarship and Professional Development - The College supports staff through structured induction, mentoring, peer observation and continuing professional development programmes. Opportunities for professional recognition aligned with national frameworks are encouraged, supported by staff development activities including pedagogical workshops, digital learning training and scholarly engagement initiatives. The College recognises that high-quality learning and teaching requires sustained institutional investment.

13. Academic Governance, Management and Oversight – The Academic Board, reporting to the Board of Governors, holds ultimate responsibility for learning and teaching quality and standards. Operational oversight is delegated to the Quality and Standards Committee, which monitors implementation of this policy. External Examiners provide independent assurance of standards. Programme Leaders oversee curriculum coherence and pedagogical consistency. Staff performance and subject-level quality is monitored through lesson observation and peer review outcomes. The College's registry function manages academic records and scheduling. This layered governance structure ensures accountability, transparency and compliance with national expectations.

14. Monitoring, Evaluation and Continuous Enhancement - The College operates cyclical quality assurance processes, including annual monitoring and periodic review. Student performance data, progression rates and feedback timeliness are analysed to identify trends. External Examiner reports and student feedback inform action plans. Sector developments, including guidance from Advance HE and updates to the Quality Code, are incorporated into policy review. Enhancement is evidence-informed and strategically aligned with institutional priorities.

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