LEARNING & TEACHING POLICY

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1 The University of Law's Learning and Teaching Policy has been informed by the Office for Students Sector-Recognized Standards and the General Ongoing Conditions of Registration and has regard to the UK Quality Code for Higher Education. These definitive reference points for all English higher education institutions set out how academic standards are established and maintained and how excellence in the quality of learning opportunities is assured.
This policy sits within The University of Law's Quality and Standards Code, which provides a suite of policies designed to safeguard the academic standards of The University of Law and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies within the code.

Introduction

2 This Learning and Teaching Policy sets out the expectations of The University of Law (the University) in relation to learning and teaching across all of its programmes[1] and across all modes of delivery. The University recognises that central to this policy is its responsibility for the academic standards of all awards granted in its name and the quality of learning opportunities for students[2].

3 Many of the programmes at the University are subject to specification requirements set by a Public, Statutory or Regulatory Body (PSRB) or other accrediting/external body, such as those that define standards and processes associated with apprenticeship provision. In the event that any required learning and teaching practices specified by these bodies do not meet the expectations established under this policy, the University will make representations to the relevant PSRB or other accrediting body in respect of this policy.

Responsibility for this policy

4 Ultimate responsibility for the development of clear and effective processes and procedures associated with the maintenance of standards and quality assurance of the University's provision and overseeing their application lies with the Academic Board.

[1] The term programme includes apprenticeship provision, specifically an apprenticeship standard and any degree award that forms part of the apprenticeship programme
[2] The term learning opportunities includes training provided through an apprenticeship programme; the term students refers to all individuals undertaking study at or training through the University including undergraduate, postgraduate, face to face and online students; and apprentices.

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Expectation

5 The University, working with its staff, students and other stakeholders including employers, articulates and systematically reviews and enhances the provision for learning opportunities, and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking. Additionally, for apprenticeship provision, review and enhancement of the approach to training is fundamental to the University's ongoing process for ensuring the development of apprentices' knowledge, skills and behaviours to meet their needs and those of their employers and professional sector

Values

6 The University provides an approach to learning and teaching across all of its programmes and modes of delivery that helps develop all of its students to become, or develop further as, resourceful professionals with the skills and attributes required to compete in a fast changing world.

7 At the core of the Learning and Teaching policy are three key values which underpin the University's approach, namely:

7.1 **adopting a student-centred approach** by encouraging, supporting and assisting students: to be partners and collaborators – with both the University and other students – in their learning; to engage fully with the inclusive learning opportunities provided; to become independent, resourceful learners; and to become reflective learners, all supported by professional and/or qualified tutors and skills coaches, providing regular feedback.

7.2 **providing quality learning materials (including assessments), resources and environments** that ensure students have an equal and effective opportunity to achieve the University's programmes' stated learning outcomes; all such materials, resources and environments will be designed (and delivered) with inclusivity, accessibility and sector best practice in mind and will make use of pedagogically sound and appropriate technology;

7.3 **promoting a culture of continuous enhancement** by being at the forefront of educational innovation through the educational and professional development of its tutors and by ensuring learning opportunities and teaching and assessment practices are innovative, inclusive, diverse and at the leading edge

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of educational practice and pedagogy, by means of continual review, implementation of enhancement activities and meaningful impact assessment.

Adopting a student-centred approach

8 The University recognises that the development of the individual is considered central to the overall learning approach and is inherent within the learning cycle used in its programmes.

9 The University adopts an outcomes-based approach to learning centred on a blend of practical learning activities. This is a common approach to learning across the University, of 'learning by doing', which is expressed in its learning materials as a learning cycle. At the core of this learning approach is the central concept that students carry out a range of practical learning activities following appropriate preparation, demonstration and guidance.

10 Students are encouraged actively to reflect on their learning activities, either alone, or with colleagues or their employer; and with tutor and peer feedback, and draw conclusions from the experience providing them with opportunities which enable them to measure their own progress. This approach facilitates a focus on the development of knowledge and key skills by the student including analytical and critical evaluation and creative problem solving.

11 The University is committed to the provision of consistent, quality student-tutor engagement regardless of whether study or training is undertaken through physical attendance, blended learning environments, workplace activities, or online study only.

12 The University keeps under review all entry requirements for its programmes to ensure that students are able to engage at appropriate levels of study. The University is committed to using a range of diverse and inclusive learning and teaching activities across all of its programmes to facilitate a wide range of learning needs and abilities.

13 The University expects a professional, equal and respectful approach in all dealings between and amongst University staff and students, whether in a physical or digital learning, pastoral, support, or workplace environment.

Providing quality learning materials, resources and environments

14 The University aims always to provide accurate, clear and concise information on its modules, courses, programmes, training plans, assessments and resources.

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15 The University is committed to the design and delivery of quality physical, online and digital learning materials; resources and environments which support the diverse variety of learning and teaching approaches (including work based training) and backgrounds and locations of its students so that the University can deliver a high-quality, inclusive and accessible academic or training experience for all.

16 The University is committed to the provision of quality and appropriately equipped teaching accommodation and study facilities (in the form of computing, library and other information services).

17 The University ensures equitable and inclusive access to its learning materials, resources and environments for all of its students through its provision for students who have specific learning needs by reason of disability, illness or other difficulties.

18 The University is committed to ensuring that the employers it partners with for the delivery of apprenticeship provision are, for their apprentices, able to: actively engage with their training; support and provide opportunity for their skills development including transferable/metaskills; provide the required time and working environment to engage in off the job training; and provide coaching and mentoring.

Promoting a culture of continuous enhancement

19 The University adopts a systemic and strategic approach to the academic enhancement of its staff, processes, materials, assessments and resources which seeks to promote best practice, inclusivity, diversity and innovation. The University aims to ensure that enhancement initiatives are evaluated to assess their impact on the student learning experience.

20 The University's governance structure ensures that a formal annual evaluation of learning, teaching/training and assessment practices is carried out in respect of all its programmes.

Responsibility for the provision

21 Responsibility for giving effect to the Learning and Teaching Policy of the University is shared across all staff and functions, both individually and collectively, of the University.

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Monitoring and evaluation of provision

22 Responsibility for reviewing and evaluating the effectiveness of Learning and Teaching policy lies initially with the Academic Enhancement Committee. Formal responsibility for monitoring and evaluation of this provision lies with the Academic Board.

Version history

Version	Amended by	Revision summary	Date
V1.0	Head of Postgraduate and Professional Programmes – IDP	Initial drafting group	31/05/13
V1.1	Head of Students – Chester and Manchester	QA group	25/07/13
V1.2	External Consultant	Coherence activity amendments	27/08/13
V1.3	Student Officer	Review	16/09/13
V1.4	VP – AGQS	Review	17/09/13
V1.5	Academic Registrar	Review	24/09/13
V1.6	Academic Board	Approval	03/10/13
V1.7	Registry Officer	Final amendments following proofing	02/12/13
V1.8	VP – AGQS	Chair's Sign Off	13/12/13
V2.0	Vice Provost – External and Academic Development	Full Review	19/11/15
V2.1	Academic Board	Approval	10/02/16
V3.0	Vice-Provost, Academic Enhancement, Academic Enhancement Committee, Project Working Group	Full Review	17/04/18
V3.1	Deputy Academic Registrar	Amended to reflect apprenticeship provision	16/05/19
V3.2	Registry Officer	Change to the document coding conventionss	05/03/20
V3.2	Registry Assistant	Extension approved for 1 year	October 2021

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