LEARNING AND TEACHING STRATEGY

Strategic Aims

1   This strategy implements the University of Law's Learning and Teaching Policy.

2   At the core of the strategy is a commitment to the following:

2.1   articulating how we support students[1] in their learning and training and the resources available;

2.2   ensuring our processes for verifying that the academic standards and quality of our provision meet agreed expectations;

2.3   maximising the context of learning to prepare students to be work-ready with the knowledge, skills and behaviors including transferable/metaskills, that will enable them to succeed and thrive in their workplace.

2.4   taking deliberate steps to enhance the quality of student learning opportunities; and

2.5   working with students and employers individually and collectively as partners in the assurance and enhancement of the educational experience.

2.6   For apprenticeship provision, ensuring that achievement exceeds well beyond the minimum standard threshold (as defined externally), and that, at minimum 80% of apprentices achieve their apprenticeship.

3   We will listen to our students, staff and other stakeholders in all areas to provide continuous improvement to the student learning experiences through facilities, technology, learning materials and human interaction. We will provide an intellectual environment, both physical and virtual, where the learning and teaching strategy is at the centre of the student experience. This will include a clear focus on embracing technologies to enhance the learning experience and creating innovative ways to assess student competence. For our apprenticeship provision, we will work with employers and apprentices to support active engagement in apprenticeship training programmes, including the assessment process, and in providing effective teaching, training, coaching and support.

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[1] 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.

Learning and Teaching

4   We are a learning and teaching-based institution, informed by the requirements of our students and diverse stakeholders.

5   We will therefore foster a culture of continuous development of, and innovation in, learning and teaching by:

5.1   drawing on internal (staff and student) and external experience and know-how;

5.2   integrating appropriate learning technologies through a systematic review of our current methodology and evaluating new approaches and ideas to enhance the student learning experience;

5.3   providing diverse and efficient physical and virtual learning resources and social environments to support both group and individual learning accommodating a variety of learning styles and approaches;

5.4   maintaining a relationship of mutual respect and co-operation between staff and students, and fostering a supportive learning and teaching culture;

5.5   working with employers to ensure that the quality of training provided by the University meets their needs and those of their employees, and align with apprenticeship standards;

5.6   providing clear and transparent guidance to students and tutors as to their respective responsibilities for learning and teaching;

5.7   developing and adopting appropriate learning techniques and technologies, including the use of online and blended learning, to:

     5.7.1   widen access to learning;

     5.7.2   enhance student engagement;

     5.7.3   maximise learning interactions;

     5.7.4   maximise opportunities for review and feedback within physical and virtual environments;

     5.7.5   align learning more closely to practice and the skills needs of a sector;

5.8   developing and optimising our virtual learning environment and develop its most effective use by staff and students in line with best practice within the higher education sector including degree apprenticeships;

5.9   monitoring best practice in learning, teaching and training across the sector and, where appropriate, adopt that practice within the University.

6   In those cases where there are lectures, they are interactive. Whenever possible, where study is undertaken online, students are either assigned a supervisor who provides feedback on the learning activities undertaken, or have the benefit of a virtual workshop in the form of a webinar.

7   The University provides all tutors, which includes those involved in the delivery of training, with guidance and development on the learning approach so that they can understand and implement the approach to learning outlined for the programme they are facilitating in both the physical and virtual classroom, and through direct engagement with students in the workplace.

8   The University recognises the importance of self-reflection in the learning process. The learning approach used by the University requires the student to take responsibility for his or her own learning and academic or vocational development. In its learning materials and teaching practices on all programmes, emphasis is placed on self-reflection by students, in either a formal or informal setting. Guidance is given to the students, in written form and by tutors and skills coaches, to assist them in their understanding of self-reflection, to encourage them to self-reflect and record that evaluation, in order to assist them with their understanding of the learning outcomes and to develop as active learners and employees. Students need to complete a high level of independent study before undertaking the directed learning activities and self-reflect on whether they have achieved the stated learning outcomes.

9   The University encourages tutors to work with students as partners to reinforce the importance of their professional conduct, particularly in relation to working constructively in groups, attendance, completing their independent study and time keeping, in order to encourage students to develop as independent, active learners and be professional in their conduct with both peers and tutors.

10   The University promotes the use of workshop groups and online supervision, which encourage both peer and tutor review. For study undertaken through attendance in a workshop and similar activities such as a one-to-one training session (whether conducted in either a physical or virtual environment), the design of the

learning materials and training for tutors emphasises the facilitative role of the tutor. This role requires the tutor to:

10.1   establish and maintain a productive working environment and/or learning process;

10.2   provide students with guidance, encouragement and support during appropriately timed student-centered activities to ensure students practice how to achieve the learning outcomes at a level of competence appropriate to their programme;

10.3   carry out such facilitation to provide a consistent student experience taking into account the skills, abilities, knowledge and learning needs of the particular students engaged in the activity;

10.4   provide developmental feedback by reference to the learning outcomes.

11   For online supervision the tutors are given clear guidance on how to provide constructive feedback to enable the student to reflect on their own progress and what they need to do to improve.

12   Where possible, and not restricted by a Professional Statutory Regulatory Body (PSRB) or other accrediting body, the University seeks to offer students curriculum choice by offering a variety of elective or optional modules to reflect the main areas of professional practice and seeks to make all those subjects available for study either through attendance or online.

13   The University has a strong reputation for excellent support in the development of student employability. Tutors are encouraged to share their own professional experiences and emphasise the importance of academic achievement in enhancing employability. In addition they should take the opportunity to promote the skills required for success in the workplace in the context of a student's academic learning.

Assessment

14   The University will:

14.1   assess students fairly against their programme's[2] stated learning outcomes, applying transparent and consistent assessment criteria, and using a variety of assessment methods appropriate to the desired outcomes;

14.2   use assessment not only to measure achievement but also to promote student learning and contribute to student development by providing valuable, timely and effective feedback;

14.3   promote a greater variety of assessment methods, including the use of technologies and methods that are authentic to a professional/workplace environment, to optimise appropriate outcomes-based assessment and the provision of individual feedback.

Student Handbooks

15   The Student Handbooks and learning materials for each programme make the approach to learning for that programme explicit to the students.

16   Students are provided with:

16.1   a detailed explanation of the relevant learning cycle for that programme;

16.2   guidance as to what is expected of them in terms of preparation, participation and rules on attendance;

16.3   information on all assessments.

Learning Materials

17   The University provides guidance as to the facilitation and support that can be expected of tutors in all its learning materials for the structured development of key

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[2] The term programme includes apprenticeship provision, specifically an apprenticeship standard and any degree award that forms part of the apprenticeship programme

skills, knowledge and behaviours, with students being asked at each step to self-evaluate their progress against the intended outcomes.

18   Learning materials used at the University are consistent in approach and quality. Authors of materials are provided with support, guidance and training as well as a design brief and templates for each programme, which specify best practice in relation to the learning materials being created to help ensure consistency in approach across all modules within a programme.

19   All learning materials provide a blend of learning activities. These learning activities are facilitated by tutors either through a workshop or through feedback by a supervisor or skills coach.

20   Within the learning materials for each course the students are provided with:

20.1   the required learning outcomes for the module as a whole;

20.2   the required learning outcomes for each unit of study, expressed as activities that the students should be able to do in order to demonstrate the attainment of that outcome;

20.3   guidance within the unit of study as to what independent study is required by the student;

20.4   information on how the learning activity in the unit of study is intended to help them to demonstrate the stated learning outcome.

21   The University provides guidance on opportunities for a variety of extracurricular activities for all its students, with particular emphasis on those which enhance employability.

Innovation and Technology

22   Programme offerings will be enriched by innovation and the use of techniques and technology that empower students' development as self-reflecting, digitally-literate learners. They will also be based on a clear, consistent and communicated pedagogy that promotes learning in contemporary, practical and relevant   contexts. The University articulates its approaches, principles and strategies in respect of eLearning and digital literacy in the relevant policies.

Version	Amended by	Revision summary	Date
V1.0		Reviewed	May 2019
V1.1	Registry Officer	Change to coding convention	05/03/2020
V1.1	Head of Academic Partnership Governance	Extension of approval period by Academic Board	21/10/2021