

TECHNOLOGY ENHANCED LEARNING & TEACHING POLICY

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SUMMARY

The Technology Enhanced Learning and Teaching (TELT) policy sets out the framework of the University's vision and approach. The policy aims to create opportunities for students and staff to experience an enhanced and professionally-focused learning experience with appropriate use of innovation and technology. It includes evidence-based initiatives on effectiveness and enhancement of the student experience.

The TELT strategy and timeframe follows the University five-year strategy plan, 2018-2022, including continuous planned review points every year, in recognition of future changes to legal training requirements and assessment regime set out by the professional regulators.

The University of Law's Quality and Standards Code 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.

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1.0 INTRODUCTION

The University of Law's Technology Enhanced 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.

2.0 RESPONSIBILITY FOR THE POLICY

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

3.0 VISION

3.1 This policy replaces the University's E-Learning Policy. The University's vision for technology enhanced learning and teaching is to create opportunities for students to experience an enhanced and professionally-focused learning experience with appropriate use of innovation and technology, from acceptance of an unconditional offer of a place at the University to completion of the programme. It includes evidence-based initiatives on effectiveness and enhancement of the student experience.

3.2 The University recognises the diversity of learning needs, learning methods and expectations of students including their need to balance their study commitments with work, family and social life. It seeks to embrace the potential of technology to support and enhance the student learning experience including mobile learning, personalisation of learning platforms and opportunities for data and analytics to support student learning.

4.0 DEFINITION

4.1 The University uses the term TELT to mean the application of information and communication technologies to learning, teaching, feedback and assessment. The term can also be used to refer to technology enhanced learning environments and learning *with* technology, rather than just through technology.

5.0 SCOPE OF THIS POLICY

5.1 TELT will focus around the following key areas:

- Enhancing the learning experience
- Supporting students and staff in development, delivery and administration of TELT
- Preparing students for the technology-enhanced workplace

6.0 ENHANCING THE LEARNING EXPERIENCE

6.1 COMMUNICATION

6.1.1 The University recognises that the student's learning experience can be enhanced by reviewing the communications sent to and from students, and communication channels through which these are received. The University will assess, review, and look to consolidate these channels, where possible, to provide clear, direct and effective means of communication for the student from acceptance of an unconditional offer of a place at the University to completion of the programme

6.1.2 The University will provide means of communication and support access for all students and staff. The University is committed to ensuring that it is pro-active in

addressing students' differing abilities to access communication technologies, either because of location, needs or cost.

6.2 COMMUNITY

6.2.1 The University aims to enhance the student learning experience using technology enhanced learning tools to build an inclusive community or communities.

6.2.2 Through such communities, we will:

- Ensure we offer our students a wide level of access and opportunity for participation (including mobile, multi-browser, and multi-platform support and capability)
- Encourage students and staff to engage with technology enhanced learning opportunities
- Foster engagement with communities by optimising use of relevant tools (such as our VLE), and social media platforms
- Provide a supportive and collaborative learning environment for our students
- Share best practice on technology enhanced learning and teaching in order to ensure our staff are fully engaged in such communities and understand the benefits of and tools available to support community and collaborative learning

6.3 COMPETENCE

6.3.1 The University is committed to improving the digital competency of its students and staff by integrating digital capabilities, enhancing access and removing barriers in learning and teaching higher education.

6.3.2 The University aims for digital capability to be aligned with the requirements of professional practice.

6.3.3 The University will:

- continue to promote and invest in professional and personal development amongst its students and staff, advancing skills for learning and teaching in a digital society
- develop and integrate digital capabilities which promote inclusivity and value diversity.

6.4 INNOVATION/TREND

6.4.1 The University is dedicated to adopting technology which enhances the student learning experience. We aim to capture and evaluate benefits of implementation with data gathered during user acceptance testing and pilots.

6.4.2 We aim to be agile so that we can respond quickly to trends in innovation, and review the integration of pedagogically sound and effective learning, teaching, feedback and assessment methods.

7.0 SUPPORTING STUDENTS AND STAFF IN DEVELOPMENT, DELIVERY AND ADMINISTRATION OF TECHNOLOGY ENHANCED LEARNING AND TEACHING

7.1 TRAINING

7.1.1 It is important to ensure that all our staff and students have the skills, the digital competency, and the support to take full advantage of the University's technology. The University will create a base-line of competence, and provide relevant training and support.

7.1.2 The University will provide relevant training:

- For students; as users

- For staff; in online and digital pedagogy to inform teaching and learning strategies enabling students to achieve the best possible outcomes
- For staff; in online and digital assessment strategies aimed at testing learning outcomes using a variety of methods
- For staff; in appropriate use of available resources
- For staff; in relevant work-based technologies, as advised by ULTRA.

7.1.3 The University will appoint TELT champions to share and integrate evidence-based good practice, to ensure consistent application of this policy and to design and deliver training appropriate to the needs of students and staff across all campuses

7.1.4 The University will promote the use of TELT passports to record staff progression in the use of new technology and to stimulate development of relevant skills and competencies.

7.2 TESTING

7.2.1 The University will ensure the testing and piloting of new technology and innovative approaches to guarantee their effective and appropriate use.

7.3 FEEDBACK

7.3.1 The University will obtain feedback from relevant stakeholders and take appropriate action in response to the feedback to ensure that it adapts to new challenges and remains a leader in the field.

8.0 PREPARING STUDENTS FOR THE TECHNOLOGY ENHANCED WORKPLACE

8.1 EXPOSURE

8.1.1 The University will aim for students, as part of their wider learning experience, to have awareness of and exposure to, and become familiar with, relevant work-based, vocational, and/or professional technologies.

8.2 ENGAGEMENT

8.2.1 The University will encourage greater student engagement with relevant work-based vocational, and/or professional technologies.

8.3 EXTERNAL AWARENESS

8.3.1 The University will share and publicise the key benefits and impact of TELT, within and across academic and workplace environments.

9.0 EQUALITY, INCLUSIVITY AND ACCESSIBILITY

9.1 The University recognises that some students may have difficulty accessing technology and the University will strive to remove barriers.

9.2 Inclusivity refers to efforts made to address a broad range of issues in making technology available to and usable by all. Accessibility refers to the focus on ensuring that technology is available to students and staff who encounter barriers to participation because of, or for reasons relating to, disabilities.

9.3 Use of technology enhanced learning, teaching, and assessment should be considered and appropriate, and should never exclude any student from engaging in the learning process. It should never be left to the student to adapt – inclusivity and accessibility will be considered throughout all stages of programme development.

10.0 RESPONSIBILITY FOR THE PROVISION

- 10.1** The University will monitor and evaluate the use of all systems and practices contributing to its students' technology enhanced learning experiences, to ensure that practice, policy and strategy are responsive to lessons learned and agile in respect of new opportunities
- 10.2** Responsibility for the effective implementation of the provision lies with the Academic Board and the University of Law Board.

11.0 MONITORING AND EVALUATION OF THE PROVISION

- 11.1** Responsibility for reviewing and evaluating the effectiveness of this policy lies initially with the Technology Enhanced Learning and Teaching Project Working Group of the Academic Enhancement Committee. Formal responsibility for monitoring and evaluation lies with the Vice-Provost, Academic Enhancement.



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12.0 CONTROL DOCUMENT INFORMATION

12.1 VERSION HISTORY

Version	Amended by	Revision summary	Date
V1.0	Becky Huxley-Binns	Draft in liaison with TELT Steering Group	10/04/2018
V1.4	James Babb	Change to coding convention	05/03/2020
V1.5	Senior Quality Officer	Further naming convention clarifications	27/03/2020
V1.5	Registry Assistant	Extension Approved for one year	October 2021

12.2 SIGN OFF HISTORY

Version	Name/Committee	Date
V1.3	Academic Board	17/04/18