



**Regent's University London, Learning,
Teaching and Assessment Strategy
(2015-20)**

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Draft Regent's University London, Learning, Teaching and Assessment Strategy (2015-20)

As London's major independent university, Regent's is committed to providing high-quality, personalised education to develop internationally-aware, innovative and employable graduates, equipping them with the skills and attributes to be global leaders in their fields and ventures. We are an exceptionally diverse and international community of learners with a strong sense of a Regent's identity. In recent years we have achieved our own degree-awarding powers and University title. And we have strengthened our portfolio with the acquisition of a new campus and a new school. In an increasingly competitive market, we now aim to build on these successes by focusing strongly on student experience and especially on learning and teaching.

The University's new Learning, Teaching and Assessment Strategy has been developed by a working party comprising academic and professional services support staff and students from across the University, through consultation with the Senate Learning and Teaching Committee.

The new strategy has been informed by a number of policies, documents and strategies both internal and external to the University, including:

- The Regent's University London Mission statement
- The Regent's University London 2020 Vision
- The previous Regent's Learning, Teaching and Assessment Strategy (2010-15)
- The Student Satisfaction Survey (2014 and 2015)
- Student Experience Research 2012: Part I, Teaching and Learning.
- Chapter B3 of the UK Quality Code for Higher Education (QAA, 2014)
- The UK Professional Standards framework of the Higher Education Academy (2011)
- The Equality Act 2010
- *Dimensions of Quality*, Graham Gibbs, HEA, 2010.

The strategy comprises six priority areas, each expressed in terms of what our undergraduate and postgraduate taught students can expect, followed by some more detail of how we will achieve this, and, where appropriate what key performance indicators we will use to measure progress. The strategy provides the framework and direction to the Faculties, Institute and professional services in delivering an excellent learning and teaching experience to students enrolled on programmes at RUL. The PVC/Deans of the Faculties, the Director of RILC and Heads of Professional Services will be accountable for the implementation of the strategy within their areas and where required action plans are developed in association with all constituents. The successful implementation of the strategy will also require Faculties and units to prioritise their resources to operationalise the strategy. The Senate Learning and Teaching Committee will produce policies where necessary to underpin the strategy, and monitor progress on the delivery of the strategy and report achievement of outcomes.

1: a personalised student experience

Students will have a personalised learning experience, close contact with academic staff and support to identify their learning needs and address them. We will also nurture a culture of belonging within an academic and social community. We will do this by:

- implementing a personal tutor network providing both proactive and responsive interventions and further developing mentoring and peer mentoring
- designing and delivering modules offering an interactive and responsive experience in both classroom and technology-based learning.
- improving information for students about academic staff specialisations, career-oriented advice, learning support and resources.
- enhancing induction and other activities within departments and Faculties, bringing staff and students together to enable greater staff/student contact and a greater sense of ownership of academic agendas.

2: interactive and inclusive learning

Students will learn in interactive and inclusive environments. We will provide this by:

- refurbishing and re-designing learning spaces to enable and promote interaction between students and staff and to better cater for the different learning styles and needs of students, including making all learning spaces physically accessible to all, wherever possible.
- developing our teaching staff in inclusive, facilitative and experiential approaches to teaching.
- educating our students to take an active role in their learning .
- making greater use of technology for the transmission of knowledge, and placing greater emphasis on interactive learning activities.
- improving the quality and, where appropriate, the quantity of learning resources available to students to maximise time on task outside the formal classroom context.
- Making effective use of our virtual learning environment for interactive learning activities.
- supporting and developing the digital literacy of staff.
- reviewing and redesigning the curriculum to maximise international and diverse perspectives and making its content, delivery modes and assessment accessible to a diverse range of students with differing needs.

3: assessment for learning

Students will receive better quality and timely feedback on their work to enable them to derive the maximum learning potential from the feedback. We will provide this by:

- establishing a University-wide assessment and feedback framework, setting minimum standards in respect of quality and timeliness of feedback, avoiding over-assessment and excessive bunching of assessment tasks.

- placing greater emphasis on feedforward so that students derive greater learning from their feedback.
- ensuring that the balance between formative and summative assessments is best suited to enable active learning to take place.
- improving the quality of the information we provide for students on assessment, including assessment criteria with minimum expectations for information to be made available on our virtual learning environment.
- ensuring greater variety of assessment methods to suit a diverse learning community and a good balance between individual and group assessments where appropriate.
- adopting an institutionally-agreed set of guidelines on inclusivity in assessment with examples of alternative assessments for all existing assessment modes.

4: focus on student skills and attributes

Students will be supported in the development of key skills, attributes and approaches to learning, to help them derive more benefit from their university study and be better prepared for life and employment. We will provide this by:

- working collaboratively with students, alumni, staff and employers to define a clear and concise set of graduate attributes for Regent's which will inform curriculum design at programme level and in the learning activities we provide for students.
- having high expectations of our students and being clear with them what these are and how we work collaboratively to realise them.
- considering the introduction of formal evaluation of key skills such as English and Mathematics diagnostic tests and/or measures of critical thinking, followed by similar testing at the end of degree programmes.
- supporting students to achieve a level of digital literacy appropriate to their studies and future employability.
- developing students' research skills by involving students in research projects in collaboration with staff and other students, where appropriate.
- providing quality work placement opportunities (where appropriate) in host employers supported by the University to provide the best possible learning for the students.

5: Developing cultural agility, flexibility and the ability of our graduates to compete strongly in the global labour market by enabling access to electives, languages and study abroad in undergraduate programmes.

Students will be able to access foreign language tuition, other key life and employment skills and other modules aimed at creating global leaders within their formal, assessed curricula, and ensuring all students extend their understanding of working with others of different cultures and backgrounds. We will do this by:

- allowing 20 credits for elective modules in all undergraduate programmes and in all years of our degrees, over a five-year cycle of validations and re-validations.
- offering an extensive range of foreign languages and other skills-based modules from which students can select the ones most appropriate for them.
- offering structured credit bearing study abroad opportunities integral to programmes.

6: professional development for staff

Students will be supported in their learning by an increasingly professionalised community of staff committed to ongoing professional development. We will achieve this by:

- implementing our new Regent's Effective Academic Practice (REAP) CPD Scheme so that all staff who teach and/or support learning are engaged in continuing professional development.
- ensuring that all tutors have an HE teaching qualification either through taught provision such as our PGCHE, or with Fellowship of the Higher Education Academy through the REAP CPD Scheme.
- implementing a comprehensive observation of teaching programme.
- offering selected CPD in learning, teaching and assessment to our staff who support student learning.
- using our performance and development review scheme to set objectives relating to the student experience.
- recognising and rewarding excellence in teaching through our REAP recognition and fellowship scheme, academic promotion and other reward processes.
- expanding the range of tailored, responsive development activities offered to teaching and professional services staff, and ensuring staff have sufficient opportunity to share good practice.
- implementing a set of essential digital literacy skills for staff development.
- ensuring that teaching staff are meeting expectations around scholarship in their specialist areas (as set out in the University's Scholarship, Research and Enterprise Strategy.)