REGENT'S
UNIVERSITY LONDON

Learning, Teaching and Assessment Strategy

2023 – 2025

Owner:	*Professor Maria Charalambous*
	Associate Provost Learning and Teaching
Approved by:	*Learning, Teaching and Student Experience Committee; Academic Committee*
Approval date:	*Date: November 2023*
Review date:	*November 2023*
Next review due date:	*November 2025*
Version:	*1.2*
Policy reference number	*LT 01*

1.0 Strategic Context

Purpose
Reimagining Education.

Promise
A premium, transformative education, rich in global connections

Outcome
Globally minded graduates that bring purpose and passion to people and planet

Our Values
These values underpin our approach to the way we work:
1. We are ambitious:
   - We strive for excellence – for ourselves and for Regent's;
   - We don't fear failure; we learn from it
   - We challenge ourselves and others with the goal to improve
2. We are collaborative
   - We believe we're better together
   - We create synergy when we collaborate
   - We celebrate team and collective success
3. We are curious
   - We're curious – about other people, cultures and ideas
   - We're inclusive and welcome different perspectives
   - We encourage continuous learning and growth – in ourselves and in our students

Strategic Focus
To deliver on our purpose and promise, our strategic focus for 2023 to 2028 is on three, mutually reinforcing, priorities:
1. Teaching excellence
2. Commercial Focus
3. Cultural Change

The strategic plan of Regent's University London sets out a vision for 2028 which is "… reimagining education for a different generation, in a whole new world."

In addition to ongoing performance, and to achieve Teaching Excellence, Strategic Focus 1 of the University's Strategic Plan, we are implementing a transformative and distinctive curriculum model that embodies a future-facing, entrepreneurial, cosmopolitan, and personalised learning experience. The Regent's Model embeds real-world challenges and live industry briefs, our high-value networks, a languages and culture offer, a curated selection of specialist electives to develop global leaders, and digital fluency – all co-designed with input from students, alumni and partners.

While we continually revise and expand our portfolio, our current focus is on implementation, by developing our new modules and providing excellent teaching and transformative learning, for students to graduate with our institutional graduate attributes detailed in our Hallmark Pedagogy.

2. 0 Regent's Graduate Attributes

We take pride in providing our students with a transformative education that is cross-disciplinary and practice-based, centred on relevant, real-world learning. We support students to develop a personal mission. As a result, they grow to become reflective, autonomous thinkers, attuned to the changing world around them, and well-equipped to become the leaders and changemakers of tomorrow.

Regent's graduates are:

Collaborative and networked
They have a global network, are great communicators and well-versed in working in teams to deliver on complex, collaborative projects.

Creative and entrepreneurial
They innovate, combining intellectual curiosity, creativity and an entrepreneurial spirit - launching start-ups, creating social enterprises and bringing new value to established organisations.

Critical and Reflective
They have strong, critical thinking skills and empathy, able to make good decisions and always looking to grow, learn and develop.

Culturally and socially versatile
They have superior communication skills, are multilingual and adaptable in multicultural contexts and international settings.

Digitally agile
They are fluent in digital tools and able to understand the impact of technology on every aspect of society and human endeavour.

Well-informed, skilled and fluent across disciplines
They are well-equipped to combine knowledge, theories and arguments, and apply their crossdisciplinary skills in multifaceted, practical scenarios.

Responsible and environmentally conscious
As global citizens, they recognise the importance of their own and others' wellbeing, and the need to create a better and more sustainable future for all.

3.0 The Three Pillars

The current Learning, Teaching and Assessment Strategy is underpinned by three pillars, informed by the university's Strategic Plan, outlining the future trajectory of learning and teaching at Regent's. These are interwoven and based upon:

1. Nurturing individual growth
2. Re-imagined curricula and assessments
3. Excellent teaching and transformative learning

Each pillar is presented with its own set of priorities, expressed in terms of what we will deliver followed by some more detail of how we will achieve this. The Strategy provides the framework and direction to staff in delivering an excellent learning and teaching experience to students enrolled on our courses.

The Learning, Teaching and Assessment Strategy has been informed by a number of policies, documents and strategies both internal and external to the University, including:

- Regent's University London Strategic Plan 2023-2028
- Regent's Hallmark Pedagogy (2020)
- Regent's Learning Design Framework: RADAR (2020)
- Regent's Learning Outcomes (2021)
- Regent's Assessment Framework (2022)
- Regent's Course Design Process (2023)
- Regent's Module Development Process (2023)
- Learning Experience Design Principles
- Inclusive Curriculum Framework (2022)
- The previous Regent's Learning, Teaching and Assessment Strategy (2022-23)
- The National Student Satisfaction Survey
- UK Quality Code for Higher Education (QAA, 2018)
- The Professional Standards Framework of Advance HE (2023)
- Teaching Excellence Framework, Regent's Provider Submission 2023
- The Equality Act 2010

The Directors (Content) supported by Associate Provosts, will be accountable for the implementation of the strategy within their content areas. The Directors (People) supported by Associate Provosts will be accountable for the effective professional performance and academic development of staff in relation to this strategy. Action plans are developed in association with all constituents. The successful implementation of the strategy will also require teams to prioritise their resources to operationalise the strategy. The Learning, Teaching and Student Experience Committee will approve policies where necessary to underpin the strategy and monitor progress on the delivery of the strategy and report achievement of outcomes.

3.1 NURTURING INDIVIDUAL GROWTH

Pillar 1	Priorities
	To provide the best environment for students to achieve the Regent's graduate attributes, we will:
We nurture our students' individual growth, recognising them as our partners and co-creators and helping them reach their full potential by addressing their unique needs and aspirations.	1. **take a personalised approach to student learning**: finding out about their previous learning and experience, offering individual guidance to help them plan their journey through university and beyond
	2. **empower our students to shape their educational journey** by involving them in decisions about their learning, explaining our teaching methods and giving them access to data on their progress
	3. **harness the power of feedback** for the ongoing improvement of our students' learning experiences, supporting their **progression and attainment**.
	4. offer **industry-connected and entrepreneurial experiences** to all Regent's students so that they can develop into rounded and resilient graduates with entrepreneurial and global mindsets,
	5. ensure **access and inclusion** for all Regent's students, fostering a culture of wellbeing, belonging and premium student experience

To enable this approach, we will:

- allocate **an academic adviser** to each student supporting them with their Academic and Career Development plans; helping them with objective setting, skills gap analysis, choosing electives and extra-curricular activities that best underpin their aspirations**.**
- ensure every student has a dedicated **Student Experience Officer** supporting them to manage their studies.
- create and implement **action plans based on feedback** from both internal and external sources, emphasizing the active partnership of students and stakeholders in the continuous improvement of the learning experience of our students.
- include students in discussions about curriculum design and delivery, both at design stage and in the classroom, as part of a **co-creation of learning**
- ensuring every undergraduate student can engage with **a world of work experience**, through live, real-world and industry-led projects, start-ups, placements and internship opportunities.
- offer opportunities to engage in **global projects** through travel, study abroad and global communication networks
- provide regular **access to leading thinkers and industry partner**s, incubator and accelerator programmes and resources.
- ensure early **student belonging and retention** for an empowered academic journey by: implementing effective **academic and social inductions** to foster connections with their peers and staff; **articulating our learning approach** clearly in pre-arrival materials, toolkits, and early teaching sessions; **improving accessibility to information** on staff expertise, career advice, learning support, and well-being
- use increasingly sophisticated data analytics to provide a **dashboard** of each student's progress, including attendance, online engagement and assessment data

3.2 RE-IMAGINED CURRICULA AND ASSESSMENTS

Pillar 2	**Priorities** *To provide the best environment for students to achieve the Regent's graduate attributes, we will:*
We develop durable research, thinking, human and entrepreneurial skills through inclusive, well-designed, innovative, future-facing curricula and assessments.	6. **design and deliver courses using the Regent's model** where students dive deep into their subject core and broaden their credentials through Special electives and Industry and Entrepreneurship informed modules.
	7. **use our bespoke learning design framework, RADAR**, to ensure consistent quality delivery of learning, promoting experiential, collaborative, and digitally enhanced learning.
	8. incorporate approaches in curriculum, assessments, and learning experience that enable students to embrace **diverse perspectives** in **challenges**, promote **independent discovery,** and develop **skills** that prepare them for future impact in their chosen personal mission
	9. empower students to develop their **feedback literacy and evaluative judgement** skills enabling them to self-regulate their learning. **Authentic assessments** that are inclusive, valid, reliable and fair, are at the core of this approach, contributing to transformative

	outcomes for our students, their community of practice and society.
	10. provide **inclusive and accessible** learning, teaching, and assessment practices that embrace diversity and equip students **for a globalised and deeply interconnected world.**

To enable this approach, we will:

Curricula:
- create courses by applying agile curriculum design and renewal processes, premised on co-creation, design thinking methodologies and multi-stakeholder collaboration (**Regent's Course Design Process,** 2023)
- design learning and assessment activities that deliver our **graduate attributes** in core modules
- offer purposefully designed **Industry and Entrepreneurship modules** at all academic levels, incorporating live, real-world and industry-led projects, start-ups, placements and research opportunities through collaboration with partners and other university areas.
- offer several high-profile, **team-designed, team-taught modules** (as **common, or special electives**) that compliment subject-specific modules and provide opportunities for **crossdisciplinarity learning.**
- Develop our students' **research skills** through **curriculum-wide integration** of inquiry, discovery and problem-solving
- offer students the opportunity to learn **languages** as part of their degrees or additional to it
- address the **Sustainable Development Goals** in all curriculum design

Learning Experience:
- incorporate our principles of **Inclusive Curriculum Design (2022)** to ensure an anticipatory response to equality in learning and teaching
- use our **Module Development Process** to plan and develop RADAR-informed modules that embed the Regent's Learning Experience Principles, ensuring that students have a clear learning journey and a consistent learning experience across their course
- create learning opportunities for students to **discover** things for themselves, including **troublesome or contradictory knowledge**, embracing **complexity** and **ambiguity.**
- develop an effective and dynamic **framework** for **interdisciplinary learning**
- leverage **learning technologies** to create learning resources and design activities that enhance student engagement with their modules.

Assessment (Guided by the Regent's Assessment Framework)

- base assessments on tasks, projects, challenges **relevant to work, societal and personal contexts**, ensuring their future applicability.
- help students to develop their capacity for **evaluative judgement** through in-class activities, self and peer assessment, discussions on academic integrity, working with exemplars and formative activities.
- provide **timely, impactful, and accessible feedback** by using multiple sources, recognizing strengths, and guiding student learning.
- offer students an **achievement portfolio**, gathering all their feedback in one place and encouraging them to integrate these feedback sources into their ongoing learning.
- promote **assessment activity reviews** at the content and course level.

3.3 EXCELLENT TEACHING & TRANSFORMATIVE LEARNING

Pillar 3	Priorities *To provide the best environment for students to achieve the Regent's graduate attributes, we will:*
We deliver student-centered, interactive, and digitally enhanced learning & teaching that caters to diverse learning needs, challenges orthodoxies, and encourages alternative ways of thinking.	11. **teach in interactive classes** in which students collaborate with their peers and their tutors, and where diverse learning needs can be met
	12. **offer learning activities that are active, challenge based and cross subject boundaries**; empowering students to question established norms, explore diverse perspectives, take intellectual risks and have fun
	13. make use **of flexible learning** and novel on-campus **space** configurations to promote experimentation and discovery; and we will take learning outside the classroom, with London as an unparalleled resource
	14. **embrace the potential of digital technologies** in supporting learning.
	15. commit to a student-centered and innovative approach to education where **teaching, research and professional practice intersect** to enrich the students' educational journeys and empower them as active co-creators of knowledge
	16. provide students with **tutors** who are expert researchers or practitioners in their fields, who will facilitate learning, and who are engaged in continuous professional development both as **teachers** and **specialists** in fields.

To enable this approach, we will:

Teaching:

- adopt the **workshop** as the preferred format for delivery, to allow the inclusion of a variety of activities including explanation of concepts and knowledge (micro-lectures), and experiential activities such as challenge or problem-based learning
- make online content available in a blended learning approach, freeing up class time for **active learning**
- ensure the **responsible** utilisation of **generative AI** in our teaching, assessment, and research.
- provide a mix of inclusively designed and functional formal and informal **learning spaces** equipped with flexible furniture and suitable educational technology.
- make systemic, frequent use of **London** as a learning space.
- connect **teaching, research and professional practice** to underpin a stimulating and rewarding academic student experience.
- curate a centralised online hub of resources focusing on **research** approaches, methods and tools, guiding students to effectively incorporate these resources into their learning.
- harness the **diversity** within the student body to facilitate mutual learning through peer-to-peer interactions, **group work, broadening assessment choice and flexible learning**.
- select materials and examples **for learning with diverse perspectives** from **across the world**

- explore opportunities for students to engage as **co-creators**, actively contributing to **knowledge creation**, fostering a sense of ownership and engagement in their educational journey.

<u>Staff</u>:
To enable this approach, we will:
- enhance the **educational development** and **upskilling** of our staff, to pedagogically lead the **implementation** of the Regent's model and deliver excellent student outcomes
- establish a comprehensive **educational development** programme aimed at supporting staff to model the attributes that define the outcomes of a Regent's education.
- enhance **staff's scholarly development** to maintain currency of thinking in their discipline and their industry.
- ensure that all tutors have an **HE teaching qualification**, either through taught provision such as our PGCHE, or with Advance HE fellowship through the REAP CPD scheme
- **recruit tutors** with specialist expertise and a willingness to develop into skilled educators, actively fostering learning aligned with our pedagogic principles.
- **recognise** and **reward teaching excellence** through our REAP recognition scheme, identifying and supporting nominees to participate in the NTF scheme and other reward processes.
- revise and implement, **Teaching Practice Development**, our comprehensive peer observation programme.
- offer tailored development activities for **academic leaders, teaching, and learning support** staff, ensuring opportunities and avenues for **sharing good practice**, including participation in the annual LTRS conference, the Teaching Forum and dedicated online platforms)
- use our annual PDR scheme to **set objectives** relating to student experience and teaching excellence.
- utilise the **Academic Hub** as a platform to provide staff with a range of educational resources, guidance and toolkits to enhance their teaching and support their students, including a space to share best practice.
- enhance the **capabilities** of our teaching staff in inclusive, facilitative, experiential and collaborative teaching approaches and in fostering interdisciplinary learning.
- implement a set of essential **digital literacy skills** for staff development including their readiness to effectively guide students to use Generative AI tools responsibly and meaningfully.

Policy / Strategy version tracking

Version Number	Date	Revision Description	Status
1.0	*12 / 2015*	*Regent's University London, Learning, Teaching and Assessment Strategy (2015-20)*	*Published 2015*
1.1	*10 / 2022*	*Learning, Teaching & Assessment Strategy 2022-2023*	*Published 2022*
1.2	*11 / 2023*	*Learning, Teaching & Assessment Strategy (2023-2025)*	*Published 2023*