REGENT'S
UNIVERSITY LONDON

Learning, Teaching & Assessment Strategy 2022-2023

Owner: *Professor Maria Charalambous*
Director of Learning & Teaching

Approved by: *Academic Committee and Learning, Teaching & Student Experience Committee*
Approval date *October 2022*

If you require this document in an alternative format please contact the Disability Officer on 020 7487 7863 or email disability@regents.ac.uk

Delivering our Hallmark Pedagogy

Our Purpose

Developing Tomorrow's Global Leaders.

Our Proposition

A well-connected, future-facing, entrepreneurial, cosmopolitan and personalised university education in the heart of London.

Our Vision

Long-term commercial and reputational growth, driven by rising enrolments and great graduate outcomes.

Our Strategic Objectives

1. Providing a well-connected, future-facing, entrepreneurial, cosmopolitan and personalised education whereby every student can achieve their full potential.
2. Growing an agile, collaborative and data-led culture whereby every employee can contribute with purpose.
3. Improving our financial performance so that we can continue to invest in our future.

The University's Learning, Teaching and Assessment Strategy was developed by a working party comprising academic and professional services staff and students from across the University. It was approved by the Learning, Teaching & Student Experience Committee and the Academic Committee.

The 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 Strategic Plan 2021-2025
- Regent's Hallmark Pedagogy (2020)
- Regent's Learning Design Framework: RADAR (2020)
- Regent's Assessment Framework (2022)
- Learning Experience Design Principles
- Inclusive Curriculum Framework (2022)
- The previous Regent's Learning, Teaching and Assessment Strategy (2015-20)
- The National Student Satisfaction Survey
- UK Quality Code for Higher Education (QAA, 2018)

- The UK Professional Standards Framework of the Higher Education Academy (2011)
- The Equality Act 2010

The strategy is based on providing the best possible education for students to graduate with our institutional graduate attributes detailed in our Hallmark Pedagogy. It comprises 14 priorities, each 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 programmes.

The Directors (Content), supported by Associate Provosts, will be accountable for the implementation of the strategy within their content areas and where required 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 produce policies where necessary to underpin the strategy, and monitor progress on the delivery of the strategy and report achievement of outcomes.

In addition to ongoing performance, and to achieve Objective 1 of the University's Strategic Plan, we will deliver our Hallmark Pedagogy Priorities and Graduate Attributes through building a transformative and distinctive curriculum model that embodies a future-facing, entrepreneurial, cosmopolitan and personalised learning experience. The Regent's Model embed 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.

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 endeavor.

Well-informed, skilled and fluent across disciplines
They are well-equipped to combine knowledge, theories and arguments, and apply their cross-disciplinary 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.

Learning, Teaching and Assessment Priorities

To provide the best environment for students to achieve the Regent's graduate attributes, we will:

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. involve students in decisions about their learning, by giving them access to a dashboard of data on their progress, explaining our teaching methods and giving students increasing autonomy to create their own educational journey.

To enable this approach, we will:

- allocate an academic adviser to each student helping them to make the right curricular choices
- establish effective academic and social induction activities where students and staff can get to know each other
- discuss students' prior learning experiences and explain the Regent's approach in pre-arrival material and early, core teaching sessions
- use increasingly sophisticated data analytics to provide a dashboard of each student's progress, including attendance, online engagement, feedback and grades
- provide a range of academic services and support for wellbeing, in support of a 'healthy curriculum'
- ensure that all relevant services (Academic Educational Development, Learning Experience Design, Graduate Outcomes and Student Experience) are involved in the design of programmes
- improve information for students about academic staff specialisations, career-oriented advice, learning support and resources.

To provide the best environment for students to achieve the Regent's graduate attributes, we will:

3. enhance student research, thinking and communication skills through their specialist subjects, in a culturally diverse, global context.

To enable this approach, we will:

- design learning and assessment activities that deliver our graduate attributes in subject-specialist modules
- include students, alumni and external experts in designing and reviewing programmes
- select materials and examples for learning with diverse perspectives from across the world
- address the Sustainable Development Goals in all curriculum design.

To provide the best environment for students to achieve the Regent's graduate attributes, we will:

4. ensure that students have the knowledge and skills to bring more than one perspective to any challenge, both through their specialist studies and through specially-designed, team-taught activities to prepare them for future impact in their chosen personal mission.

To enable this approach, we will:

- offer a number of high-profile, team-designed, team-taught common modules (as core or electives) that compliment subject-specific modules and provide opportunities for cross-disciplinary learning
- include key elements of 4IR trends and technologies in these common modules
- include multi-disciplinary team members in every programme design team (and use team teaching when practical).

To provide the best environment for students to achieve the Regent's graduate attributes, we will:

5. teach in interactive classes in which students collaborate with each other and with the tutors, and where diverse learning needs can be met
6. provide learning activities which are active, often based on finding responses to real-world challenges; these activities will cross subject boundaries, and challenge orthodoxies by providing opportunities for students to explore alternative ways of thinking; they will allow students to take risks and have fun
7. 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
8. 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 in their specialist fields
9. embrace the potential of digital technologies in supporting learning.

To enable this approach, we will:

Teaching

- move away from the traditional lecture/seminar split, by making content available online in a blended learning approach, freeing up class time for active learning
- use our bespoke learning design framework, RADAR, to ensure consistent quality delivery of learning, and promoting experiential and collaborative learning
- 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
- provide a mix of formal and informal learning spaces with flexible furniture and functionality
- make systemic, frequent use of London as a learning space.

Staff

- recruit tutors and support staff who have specialist expertise and who are willing to develop as teacher/facilitators
- ensure 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
- develop our teaching staff in inclusive, facilitative and experiential approaches to teaching
- implement Teaching Practice Development, our comprehensive observation of teaching programme
- offer selected CPD in learning, teaching and assessment to our staff who support student learning
- use our annual appraisal scheme to set objectives relating to the student experience
- recognise and reward excellence in teaching through our REAP recognition and fellowship scheme, and other reward processes
- expand the range of tailored, responsive development activities offered to teaching and professional services staff, and ensuring staff have sufficient opportunity to share good practice
- implement a set of essential digital literacy skills for staff development.

Curricula

- create agile curriculum design and renewal processes to encourage enhancement
- incorporate entrepreneurial learning in our activities, through live, industry-led projects, start-ups, placements and internship opportunities
- offer learning opportunities for students to discover things for themselves, including troublesome or contradictory knowledge, embracing uncertainty, complexity and ambiguity
- include students in discussions about curriculum design and delivery, both at design stage and in the classroom, as part of a cocreation of learning
- incorporate opportunities for students to learn from one another.

To provide the best environment for students to achieve the Regent's graduate attributes, we will:

10. enhance students' global network and intercultural communication skills, through engagement with our international partnerships and offering tuition in many different languages.

To enable this approach, we will:

- offer opportunities to engage in global projects through travel, study abroad, global communication networks, and the chance to learn languages as part of a degree or additional to it.

To provide the best environment for students to achieve the Regent's graduate attributes, we will:

11. base assessments on real world tasks, projects and challenges, relevant to the future
12. help students develop the capacity to evaluate their own work and learning, through in class activities (in self-assessment, student-to-student assessment and academic integrity)
13. provide feedback from different sources on student work, recognising what they do well and providing guidance to help learning and improve student work
14. offer students an achievement portfolio where all their feedback is collated in one place, helping them to make sense of the feedback, and giving them something they can take with them when they leave Regent's to build evidence they can use for future employers.

To enable this approach, we will:

- design assessments to be as authentic and relevant to application outside of the University as possible
- include activities designed to develop students' evaluative judgement in class, such as self and peer assessment, working with exemplars and formative activities
- include formative feedback in every module so that students are guided to improve their work and enhance their learning
- offer feedback on draft assignments
- design a process/platform where feedback from multiple sources can be collated into a feedback journal/achievement portfolio, prompting students to make links and integrate these sources of feedback into their ongoing learning develop, update and consistently apply our Assessment Framework
- offer professional development on feedback and marking to all staff with assessment responsibilities 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.