Regent College London

Learning, Teaching and Assessment Plan 2022-2025

A. Introduction

Regent College London (RCL) is committed to providing learning, teaching and assessment of the highest quality across its three modes of delivery: in-person, online and on-demand.

This plan is underpinned by scholarship and takes account of the requirements of the Office for Students (OfS), our commitment to the holistic development of staff and students through the College's educational philosophy, Thinking into Character (TiC), and the central importance of Flexible Learning in Higher Education. It also reflects our determination to provide an environment that values and nurtures excellence in teaching, learning and assessment in order to attract, develop and retain staff of the highest quality and potential, and ensure that our home and international students succeed and progress into highly skilled graduate employment or study at a higher level.

B. Priorities[1]

1. **Provide an outstanding and flexible learning experience which maximises student engagement and achievement.**

    a. Ensure there are a wide variety of study choices to meet different learning needs;
    b. Enhance our physical and virtual learning environments and provide flexible, technology-enabled, 'state of the art' facilities;
    c. Support our students to develop the skills, mindset and independence they need to fulfil their academic, personal and professional potential, underpinned by TiC;
    d. Maintain National Student Survey (NSS) results at a consistently high level, and secure a positive outcome as measured against the Teaching Excellence Framework (TEF);
    e. Ensure that continuation, completion and progression rates are in line with or exceed OfS thresholds.

2. **Promote the development of academic and professional staff to ensure students achieve the best possible outcomes.**

    a. Recruit and develop staff who are specialists in their chosen subject, ensuring that the proportions qualified to doctoral level and holding a recognised teaching qualification are in line with sector norms and the expectations of our awarding bodies;
    b. Provide high quality training and development opportunities to staff at all levels and stages in their career, underpinned by an academic and professional development framework that aligns with the UKPSF;
    c. Value, promote and support scholarly activity at all levels to inform pedagogical best practices and innovation, which enhance learning across our three delivery modes.

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[1] Metrics for specific objectives, based on external benchmarks (e.g. NSS, OfS thresholds, HESA returns) and internal data, are included in the institution-level action plan.

3. **Ensure assessments are designed and delivered at the appropriate standard and level to support students in their academic development.**

   a. Design valid, credible and authentic assessments in line with guidelines that allow students to demonstrate their learning across a variety of formats and locations;
   b. Provide focused and developmental feedback that enhances student progress and achievement, in line with awarding body timelines and sector best practices;
   c. Support staff to develop their assessment literacy in order to create, select, interpret and use high-quality assessments to improve student learning and success.

4. **Work in partnership with stakeholders to ensure that the curriculum is current and innovative.**

   a. Collaborate with partners and awarding bodies to ensure that our curriculum requirements are approved and supported for the benefit of our diverse students;
   b. Ensure content is relevant to employers and draws appropriately on our TiC philosophy;
   c. Create opportunities for further study, including postgraduate, short courses, flexible credit accumulation for CPD, and work based learning;
   d. Utilise digital technology to facilitate flexible programme delivery, providing students with greater choice in how, what, when and where they learn;
   e. Use feedback from students, recent graduates, partners, employers, regulatory bodies and other stakeholders to inform future curriculum developments and innovation.

5. **Optimise graduate outcomes through the provision of high quality learning, support and guidance.**

   a. Embed employability and entrepreneurship skills within programmes and provide work-based, work-oriented or interdisciplinary learning opportunities that meet the changing skills requirements of our students, partners and employers;
   b. Utilise TiC to enhance students' personal and professional attributes, attitudes and abilities, fostering entrepreneurial aspiration and promoting career readiness;
   c. Collaborate with employers, professional bodies and alumni to help graduating students recognise what opportunities exist, gain confidence in what they can offer prospective employers, and successfully enter the job market in their chosen field;
   d. Provide students and the staff who teach them with relevant, subject-specific, and sector-focused careers and employability information, advice and guidance;
   e. Support students to achieve the best possible graduate outcomes, ensuring that progression rates into highly skilled employment or study at a higher level are in line with or exceed OfS thresholds.