Approval Date & Version:	July 2019, Ver. 4.5
Approved by:	Academic Board (AB)
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External Reference Points:

External Source	Reference Points
UKQC- Core Practices	• The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience • The provider supports all students to achieve successful academic and professional outcomes.
UKQC- Advice and Guidance	• Learning and Teaching
Awarding Body Reference	• Programme Specifications • London Met Academic Regulations • London Met Quality Manual • Pearson BTEC Recognition of Prior Learning Policy
Other reference Points	• NCL Quality Assurance Manuals • Student Handbooks/ Course Handbooks • Personal tutoring and Student Support Policy and Procedures • Policy on funding and acquisition of learning resources • Performance Appraisal Policy

1. Aims of the Policy:

This Teaching and Learning Policy aims to ensure that the College has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. It also aims to support all students to achieve successful academic and professional outcomes

2. Policy:

The policy statements below have been prepared by reflecting on guiding principles outlined in UKQC Advice and Guidance: Learning and Teaching Theme.

2.1 The College shall put in place adequate arrangements to ensure that teaching and learning activities are effectively designed, delivered, monitored and evaluated at regular intervals.

2.2 The physical, virtual and social learning environment is safe, accessible and reliable for all students.

2.3 The students are provided with a clear and current information that specifies programme aims, learning opportunities and support available to them.

2.4 The teaching activities are directed towards attainment of learning outcomes and assessment criteria. The progress of students is calibrated against the assessment criteria and learning outcomes.

2.5 The staff involved in teaching or supporting student learning are appropriately qualified, supported and developed

2.6 The College promotes a learning culture by systematically engaging with students. The students are given opportunities to consolidate and apply their learning in a range of ways through written, visual, physical, auditory and/or oral responses.

2.7 A variety of evidences are used to assess student achievements and outcomes.

2.8 The summative assessments are carried out for each unit and a constructive developmental feedback is provided to the students.

2.9 College undertakes a routine evaluation of learning and teaching activities to manage the achievement of qualifications and award outcomes.

2.10 The learning and teaching practices are critically reviewed in appropriate committees and reports are produced.

2.11 A strategic approach to learning and teaching is implemented by collecting, analysing and reporting information.

2.12 The learning activities are promoted through equality, diversity and equal opportunity.

2.13 Technology Enhanced Learning (TEL) is supported to avail digital opportunities.

3. Procedures and Process:

3.1. Student-Centred Approach:

The College is committed to adopt a student-centred approach to learning and teaching. This commitment is manifested in a number of ways as follows:

3.1.1. The College ensures that the learning environment supports students to develop their skills and knowledge. Considerable emphasis is placed on individual attention to students, often through small-group learning and teaching methods, for example, traditional seminars and tutorials, project work and team-working etc. Student engagement with the subject matter is promoted through individual and group interactions, welfare network and extra-curricular opportunities.

3.1.2. Independent and autonomous learning is a characteristic feature of the student experience. The students are encouraged to manage their own learning experience in a variety of ways, for example, through the provision of opportunities for student choice and self-directed study

3.1.3. Skills acquisition is placed within the framework of personal and professional development, of which the student has an individual ownership, supported by central services and academic departments. All students are provided with clear pathways to achieve their personal and professional developmental goals.

3.1.4. The College ensures parity of quality in learning opportunities by adopting an inclusive teaching approach which takes account of different ways of learning, modes of study, diverse educational, linguistic, social and cultural backgrounds to empower every student to fulfil their potential and achieve a successful outcome.

3.1.5. The College provides opportunities to the students that will equip them to lead successful lives, meet the needs of the employers and contribute effectively to the society.

3.1.6. The College provides a range of programmes which have an intellectual coherence and are informed, where appropriate, by scholarship and professional practice.

3.2.Valuing Faculty and Staff:

The commitment of the College related to valuing faculty and staff include:

3.2.1.   Providing developmental opportunities and training facilities.

3.2.2.   Making links between teaching, scholarship and professional practice more transparent and exploring schemes to reward teaching excellence.

3.2.3.   Maintaining and enhancing mechanisms for the identification and dissemination of good practice.

3.3.Supportive Learning and Teaching Environment:

3.3.1.   The commitment of the College related to the provision of a supportive learning and teaching environment include:

a) Facilitate interdisciplinary team working in various departments

b) Develop flexible systems that respond effectively to changing external and internal needs.

c) Build on existing strengths to enhance student learning experience.

d) Maintain and improve the quality of learning and teaching facilities.

e) Explore collaborative opportunities with other organisations

f) Foster good working relationships

3.4.Technology-Enhanced Learning (TEL):

3.4.1.   The College is committed to support Technology Enhanced Learning (TEL). The use of digital resources to facilitate and support learning and teaching is encouraged as follows:

3.4.2.   Students are allowed to attend one to one tutorials, group tutorials and meetings in physical and virtual spaces, which are equipped with digital tools and resources.

3.4.3.   Students and staff to make use of the web-based materials to supplement learning and teaching.

4. Monitoring and Evaluation:

4.1 The College uses a range of internal and external information and feedback from diverse sources, along with examples of sound practice and innovation to review their strategic approach to learning and teaching.

4.2 Regular and systematic course monitoring evaluates the effectiveness of learning and teaching based on analysis of course (cohort) performance, including data on retention, progression and completion and graduate employment.

4.3 The College reviews student feedback on their learning opportunities, collected through a variety of internal means that may include:

- Module and Programme/Course evaluations
- Academic appeals and complaints
- Formal/Informal Staff/Student meetings.

4.4 The College operates staff performance review processes that include opportunities for observed teaching and/or peer review of teaching. The areas of individual or group development within the course teams, academic departments are identified to provide staff development opportunities.

4.5 The College monitors, reviews and evaluates the availability and quality of learning and teaching spaces and resources.