

Strategic Aims

1 This strategy implements the University of Law's Learning and Teaching Policy.

2 At the core of the strategy is a commitment to the following:

- 2.1 articulating how we support students¹ in their learning and training and the resources available;
- 2.2 ensuring our processes for verifying that the academic standards and quality of our provision meet agreed expectations;
- 2.3 maximising the context of learning to prepare students to be work-ready with the knowledge, skills and behaviors including transferable/metaskills, that will enable them to succeed and thrive in their workplace.
- 2.4 taking deliberate steps to enhance the quality of student learning opportunities; and

Learning and Teaching

4 We are a learning and teaching-based institution, informed by the requirements of our students and diverse stakeholders.

5 We will therefore foster a culture of continuous development of, and innovation in, learning and teaching by:

5.1 drawing on internal (staff and student) and external experience and know-how;

5.2 integrating appropriate learning technologies through a systematic review of our current methodology and evaluating new approaches and ideas to enhance the student learning experience;

5.3 providing diverse and efficient physical and virtual learning resources and social environments to support both group and individual learning accommodating a variety of learning styles and approaches;

5.4 maintaining a relationship of mutual respect and co-operation between staff and students, and fostering a supportive learning and teaching culture;

5.5 working with employers to ensure that the quality of training provided by the University meets their needs and those of their employees, and align with apprenticeship standards;

5.6 providing clear and transparent guidance to students and tutors as to their respective responsibilities for learning and teaching;

5.7 developing and adopW*nB (o)egB (o)egB (o)egB (o)egB (s F1 12 Tf11 114.14 319.13 Tm0 g

learning materials and training for tutors emphasises the facilitative role of the tutor. This role requires the tutor to:

- 10.1 establish and maintain a productive working environment and/or learning process;
- 10.2 provide students with guidance, encouragement and support during appropriately timed student-centered activities to ensure students practice how to achieve the learning outcomes at a level of competence appropriate to their programme;
- 10.3 carry out such facilitation to provide a consistent student experience taking into account the skills, abilities, knowledge and learning needs of the participants.

Assessment

- 14 The University will:
 - 14.1 assess students fairly against their programme's² stated learning outcomes, applying transparent and consistent assessment criteria, and using a variety of assessment methods appropriate to the desired outcomes;
 - 14.2 use assessment not only to measure achievement but also to promote student learning and contribute to student development by providing valuable, timely and effective feedback;
 - 14.3

