





1 Learning and Teaching Policy has been informed by the Office for Students Sector-Recognized Standards and the General Ongoing Conditions of Registration and has regard to the UK Quality Code for Higher Education. These definitive reference points for all English higher education institutions set out how academic standards are established and maintained and how excellence in the quality of learning opportunities is assured.

which provides a suite of policies designed to safeguard the academic standards of The University of Law and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies within the code.

## Introduction

2 This Learning and Teaching Policy sets out the expectations of The University of Law (the University) in relation to learning and teaching across all of its programmes<sup>1</sup> and across all modes of delivery. The University recognises that central to this policy is its responsibility for the academic standards of all awards granted in its name and the quality of learning opportunities for students<sup>2</sup>.

3 Many of the programmes at the University are subject to specification requirements set by a Public, Statutory or Regulatory Body (PSRB) or other accrediting/external body, such as those that define standards and processes associated with apprenticeship provision. In the apprenticeship provision





of educational practice and pedagogy, by means of continual review, implementation of enhancement activities and meaningful impact assessment.

## **Adopting a student-centred approach**

8 The University recognises that the development of the individual is considered central to the overall learning approach and is inherent within the learning cycle used in its programmes.

9 The University adopts an outcomes-based approach to learning centred on a blend of practical learning activities. This is a common approach to learning across the University learning cycle. At the core of this learning approach is the central concept that students carry out a range of practical learning activities following appropriate preparation, demonstration and guidance.

10 Students are encouraged actively to reflect on their learning activities, either alone, or with colleagues or their employer; and with tutor and peer feedback, and draw conclusions from the experience providing them with opportunities which enable them to measure their own progress. This approach facilitates a focus on the development of knowledge and key skills by the student including analytical and critical evaluation and creative problem solving.

11 The University is committed to the provision of consistent, quality student-tutor engagement regardless of whether study or training is undertaken through physical attendance, blended learning environments, workplace activities, or online study only.

12 The University keeps under review all entry requirements for its programmes to ensure that students are able to engage at appropriate levels of study. The University is committed to using a range of divers6(y)3





## Monitoring and evaluation of provision

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