



**UNIVERSITY
ACADEMY 92**
MANCHESTER

Learning, Teaching and Assessment Policy

Implementation date:	January 2024
Version number:	2.0

<u>Document type</u>		Strategy
	<input checked="" type="checkbox"/>	Policy
		Regulations
		Procedure
		Code of Practice
		Guidance
<u>Area of UA92 business</u>		Governance & Compliance
		Student Affairs
	<input checked="" type="checkbox"/>	Academic
		Finance & Operations
		External Affairs
		Other

<u>Document Name:</u>	Learning, Teaching and Assessment Policy
<u>Author:</u>	Katharina Koall - Dean
<u>Owner (if different from above):</u>	N/A
Document control information:	
Version number:	2.0
Date approved:	17/01/24
Approved by:	Academic Committee
Implementation date:	January 2024
Review due:	April 2025
Document location:	UA92 website
	Microsoft Teams
Consultation required:	
Equality & Diversity	Yes
Legal considerations (including Consumer Rights)	No
Information Governance	No
Students	Yes
External	No

REVISION HISTORY			
Version	Date	Revision description/Summary of changes	Author

Content /

1. Scope
2. Related policies
3. Policy
4. Evaluation
5. Appendix – KPIs

1.Scope /

UA92 is a dynamic, game changing and radical proposition to the Higher Education world. It is a unique and exciting place to study as it is at the cutting edge of curriculum delivery, and as it continues to question the status quo to develop and contribute to emerging teaching and learning cultures.

UA92, accredited by Lancaster University, delivers undergraduate qualifications, as well as a range of apprenticeships and bootcamp courses which are outside of the scope of this policy.

UA92 maintains the academic standards of its programmes as per the UK Quality Code and the assessment regulations of our Degree Awarding Body. UA92 staff and lecturers implement this policy and UA92's other policies and procedures, ensuring we support all our students to succeed.

UA92's single-minded mission is to positively impact our students lives, enhancing their agency, continuing to grow confidence, and expand their choices and potential in terms of employability. UA92's programmes are focused on best practice and effectiveness in both assessment and curriculum delivery. The design of our inclusive and decolonised curriculum delivery and assessment is centred on authenticity, equity, academic freedom, integrity, and ethical, strength-based learning approaches ; it enables all our students to realise their full potential, consistently supporting neurodiverse students and those with disabilities.

UA92 delivers relevant and high-quality programmes. These are implemented through its Learning, Teaching and Assessment strategy, involving a range of aspects such as student support, industry connectedness, a responsive predisposition to the diversity of its student body both in terms of background, identity and learning style, and preparing students for effective and critical participation in the media, sports, business and digital industries.

This policy pinpoints areas of responsibility for effective learning and teaching, securing a consistent approach, while promoting creative innovation and radical assessment and pedagogical approaches. Aligning with the UK Quality Code for Higher Education, sector frameworks and best practice guidelines, and the Higher Education Academy (HEA)

Professional Standards Framework (UKPSF), it will form the cornerstone for monitoring of high-quality learning and teaching, and evaluation.

2. Related Policies and Strategies /

- Attendance Monitoring and Engagement
- Marking and Moderation Procedure
- Learning, Teaching and Assessment Strategy
- Teaching Observation Policy
- Equality Diversity and Inclusion Policy

3. Policy /

1. Curriculum Delivery and Assessment: UA92 accredited programmes nurture best practice in assessment and pave the way for effective curriculum delivery. (See 2.1 and 2.5 in LTA Strategy)
2. Inclusivity: Inclusive assessment emphasises authenticity, equity, academic freedom, integrity and ethical approaches to learning. It enables all students to exploit their potential and achieve at their highest, consistently supporting neurodiverse students and students with disabilities through an emphatically inclusive curriculum. (See 2.2 and 2.5 in LTA Strategy)
3. Strength-Based Learning: In line with the Degree Awarding Body (Lancaster University) processes and procedures, assessment and feedback support strength based learning approaches. (See 2.1 in LTA Strategy)
4. Radically Student-Centred (see 2.2, 2.3 and 2.8 in LTA Strategy): A collaborative and co-created, de-colonised approach to curriculum design and delivery exemplify UA92's commitment to its student-centred core. To do this, UA92:
 - a. Will continue to foster best practice in curriculum in areas including, but not exclusive to:
 - i. Anti-racist approaches;
 - ii. Gender and Class discourse;
 - iii. Cultural sensitivity in teaching and learning.
 - b. Will ensure staff receive the necessary support as they navigate these processes.
 - c. Will review all existing programmes to ensure adherence to above during scheduled revalidations, and build these considerations into the development of all new programmes.
5. Sustainability: UA92 empowers staff, tutors and students to remain critically reflective and continue to act on their current and future impact on the environment. Teaching, learning and assessment are informed by Education for Sustainable Development approaches such as the UNESCO key competencies for sustainability. (See 2.7 in LTA Strategy)

6. Innovation in Teaching: Innovative, reflective and informed teaching is rewarded by UA92's scholarship of learning and teaching and industry relevance. (See 2.1, 2.3 and 2.5 in LTA Strategy)
 7. Industry-Relevant: To assure the global industry relevance of its programmes, UA92 will embrace emerging technologies and will leverage industry expertise, with the purpose of ensuring inclusive progression support. (See 2.8 and 2.9 in LTA Strategy)
 8. Programme Reviews: Educational performance indicators are a key tool to measure annual programme and portfolio review. They include input from students, as well as industry practitioners; this builds in a suitable degree of externality and support from relevant quality and data teams. (See 2.1 and 2.5 in LTA Strategy)
 9. Student Outcomes / Progression: UA92's curriculum embeds graduate attributes, recognition of prior learning, entrepreneurship training and industry mentoring. It continues to ensure and enhance progression and outstanding graduate outcomes for students. (See 2.4, 2.8 and 2.9 in LTA Strategy)
 10. Post-Pandemic Technological Approach: Retaining and enhancing the gains made with regard to accessibility during the Covid-19 Pandemic will be a key focus for UA92. Technology that optimize pedagogies will be content and level adequate, as well as responsive to the diverse backgrounds of students across campuses. (See 2.3 and 2.6 in LTA Strategy)
 11. Staff Development (See 2.8 and 2.10 in LTA Strategy):
 - a. Best Practice Exchange: UA92's institutional culture promotes discussion and sharing of good practice around teaching and learning through formal and informal frameworks. It will facilitate supportive regular peer review of tutors and staff.
 - b. Staff Training: The training and professional development of teaching staff and tutors, for instance supporting them in achieving fellowship of the Higher Education Academy (HEA) is a goal that UA92 commits to.
 12. Communication and Community: UA92's culture is underpinned by the belief that a sense of community and belonging is strongly dependent on communication methods that are student centred and transparent. (See 2.8 and 2.10 in LTA Strategy)
4. Evaluation /
13. The Academic Committee, as outlined in the Terms of Reference set out in UA92's Governance Framework, maintains the strategic overview of the evaluation and implementation of this policy, setting, monitoring, and reviewing targets and key performance indicators against the twelve points above.

5. KPIs /

KPI	Measure
Student Satisfaction	Achieve overall satisfaction levels of 90% in every year
Continuation	Level 4 to level 5 continuation – 85% (OfS Not of Concern) Level 5 to level 6 continuation – 85%
Attainment	Level 6 Completion – 60% (OfS Not of Concern but current performance 70% - suggest KPI of 70/75%) 70% of graduates achieve 1 st or 2:1 Current Performance 65% (No longer OfS Metric)
Progression	First UA92 graduate outcomes data published 2023/24