NEWBOLD COLLEGE
OF HIGHER EDUCATION

LEARNING, TEACHING & ASSESSMENT STATEMENT

Policy Owner: Principal
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Ratified by: Board of Governors
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LEARNING, TEACHING & ASSESSMENT STATEMENT

Introduction

The purpose of the *Learning, Teaching and Assessment Statement* is to set the direction for and to lead and support the continuing development of learning, teaching and assessment practice across the College and to set that ongoing development firmly within the context of the strategic objectives of the College.

Newbold College has a well-founded reputation for quality in learning, teaching and assessment and is committed to sustaining an active community of learners with an emphasis upon social inclusion, diversity, widening participation and student achievement. The College seeks to achieve this by providing learning opportunities and experiences which emphasise independence and autonomous, life-long learning.

Learning Opportunities

The College seeks to:

- provide high quality, creative and challenging learning opportunities that enable students from a very wide range of backgrounds and nationalities to achieve their full potential
- ensure that highly-qualified staff are fully engaged in the enhancement of the student learning experience
- ensure an appropriate range of services designed to nurture and support students throughout their learning experience while taking into account a diverse range of student needs.

Teaching

The College seeks to:

- maintain a consistently high quality of teaching through varied modes of delivery
- ensure that teaching is informed by student evaluations
- add value to teaching through the active engagement of all staff in relevant research, knowledge exchange, consultancy or professional practice
- encourage all programmes to make effective use of Moodle provision.

Assessment

The College seeks to:

- provide a variety of assessment methods that are appropriate to the assessed tasks
- ensure that students benefit from the appropriate application of formative and summative assessment processes
- return assessed work to students within the time specified in the programme handbooks
- provide timely and constructive feedback to further support student learning.