Resources for Learning Policy

Policy Aims

This Policy sets out the principles, aims and procedures for ensuring that the resources for learning meet the needs of the student learners, and that any increase in learner numbers will be matched by a corresponding increase in resources.

This is derived from the College's strategy and vision which is focused on the provision of high-quality learning and teaching. It reflects the College's commitment to meet the expectations, needs and aspirations of each and every student.

QAA Context

In the provision of learning and in all other related areas, the College is guided by the UK Quality Code. This specific Policy relates to a number of key sections of the Code, each of which has its specific expectations. These are:

Chapter B3: Learning and teaching: The Expectation

Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

Chapter B4: Enabling student development and achievement: The Expectation

The Quality Code sets out the following Expectation **about** enabling students' development and achievement, which higher education providers are required to meet. Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

The provision of suitable learning resources is covered by a number of Indicators within B3 and B4.

Resources for Learning

The quality of provision begins with the quality of the resources at the College. City of London College is committed to providing the best possible physical resources to support the student learning experience. All rooms at the College have excellent furniture and fittings to ensure a comfortable work environment for both students and staff. All classrooms are fitted with modern teaching equipment. The College library is subject to regular update and the College provides access to many on-line facilities. The College ensures that it provides adequate IT facilities for its students and that hardware and software is appropriate.

The provision of the above facilities for every student ensures that 'Learning and teaching activities and associated resources are conducive for an environment which supports equal and effective opportunity necessary to achieve the intended learning outcomes'. [B3: Indicator 2].

All lecturing staff at the College are well qualified and many have experience in both the UK Higher Education sector and in industry or commerce. Most staff are qualified at least to Masters Level (Level 7). This recognises that 'Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed'. [B3: Indicator 4] and recognises the priority the College gives to establishing a strong staffing base.

Additionally, all staff engaged in delivering of courses under collaboration agreement with partner University are subject to vetting and approval by the relevant partner University before they can deliver on their programmes.

There is a mix of part-time and full-time staff, but all module leaders are employed on full-time contracts and all students are allocated a full-time personal tutor. [B4: Indicator 2]

Student entry qualifications are reviewed annually to ensure that the College's policies are in line with UK University entry conditions and, where applicable, are meeting the requirements of its awarding organisations. In particular, the College is conscious of the importance of the level of English applicable to international students. For undergraduate studies the College demands a minimum of IELTS 6.0 or equivalent thereof. For postgraduate study the requirement is IELTS 6.5 or equivalent.

The College maintains a comprehensive database of all students. This records the students' entry qualifications, personal details, contact details, and progress. Student progress is constantly monitored and additional assistance is available to students who may be falling behind with their studies.

Physical Learning Resources

The College is currently operating at 3 Boyle Street (Main Campus), a modern state of the art facilities, comparable to any University or College in the UK, which will enhance the learning environment for the students. The College will 'maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use'. [B3: Indicator 6]

All programmes offered at City of London College are supported by suitable physical resources to ensure the validity of the students' experience. The College strives to provide the best possible facilities but always ensures that better than adequate learning resource requirements are provided. These are as follows:

Library provision:

- a dedicated study area is available at times that are convenient for the students, and in addition to teaching times;

- all core texts and journals stipulated on module reading lists are provided as a core collection in the library or available on-line (Moodle);

- all hand-out material provided to students during the course of their studies is available on the College's Virtual Learning Resource (including Moodle);

- the College librarian is kept up to date with resource requirements to support programmes and module requirements;

- the College subscribes to Pro-Quest, which offers an extensive online provision;

- all students are introduced to library facilities as part of the induction course.

ICT provision:

- a dedicated area of suitable dimensions for ICT services is freely available during the College's opening hours;

- there is an appropriate number of IT workstations provided for students' use;

- the necessary software to teach courses is available;

- arrangements are in place to ensure access for students to wireless networks;

- the IT manager is responsible for managing the IT resources;

- appropriate initial skills and training in ICT are provided as part of the Induction course. [B4: Indicators 7 and 8]

Staffing

The College operates a rigorous selection process when appointing staff. This applies to both academic and administrative staff. Teachers are the single most important learning resource available to students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. It is also important that support staff are fully committed to providing an excellent service to academic staff and students. [B4: Indicator 2]

The College selection process, for both academic and administrative staff, begins with the publication of an outline job specification with an invitation for suitably qualified persons to apply for advertised posts. The College has introduced a formal recruitment policy that complies with non-discrimination legislation, and that involves consistently advertising for full-time posts, formal application and interviews, verification of qualifications and references and does not rely primarily on word-of-mouth. Personal recommendation may be suitable for short, part-time appointments but must also comply

with the standards of lawfulness and equity and should involve verification of qualifications and references. Posts are advertised at jobs.ac.uk

The criteria that the College applies in the selection of academic staff include:

- educational and professional qualifications;
- pedagogic experience in: developing and implementing new methods of teaching to reflect changes in research; designing, preparing and developing teaching materials; delivering lectures, seminars and tutorials; assessing students' coursework; setting and marking examinations; supporting students through a pastoral/advisory role;
- view on undertaking personal research projects and actively contributing to the College research profile, and experience in writing up research and preparing it for publication; supervising students' research activities;
- approach to undertaking continuous professional development (CPD) and participating in staff training activities; willingness to undertake administrative tasks;
- ability to manage and supervise staff; suitability for representing the College at professional conferences and seminars, and contributing to these as necessary;
- ability to establish collaborative links outside the College with industrial, commercial and public organisations.

The criteria that the College applies in the selection of administrative staff include:

- educational and professional qualifications;

- experience in servicing committees including academic boards, governing bodies and task groups;
- ability to assist with recruitment, public or alumni relations and marketing activities;
- ability to administer the 'student lifecycle' from registration or admission to graduation or leaving;
- provision of administrative support to an academic team of lecturers and tutors;
- drafting and interpreting regulations and dealing with queries and complaints procedures;
- coordination of examination and assessment processes;
- maintenance of high levels of quality assurance, including course evaluation and course approval procedures;
- use of information systems in preparing reports and statistics for internal and external use, participation in the development of future information systems;
- contribution to policy and planning; managing budgets and ensuring financial systems are followed;
- supervising staff, liaising with other administrative staff, academic colleagues and students;
- liaising with partner institutions, other institutions, external agencies, government departments and prospective students;
- organising and facilitating a variety of educational and/or social activities.

All new staff members are required to attend an induction programme to ensure that they have full knowledge of College procedures and practice. The College is particularly committed to ensuring that staff remain up to date and aware of current developments. To this end senior staff are required to

conduct regular staff development seminars, both for academic and administrative staff. In addition the College encourages its staff to pursue higher qualifications and is prepared to provide support when staff wish to enrol on courses or attend conferences.

The College has established a formalised Staff Appraisal and Development Scheme covering all teaching staff, with a subsidiary scheme for administrative support staff. The Scheme operates annually with a formal class observation every 2/3 years and peer observation in the intervening period. An annual interview by the line manager takes place, based upon: a critical self-evaluation by the staff member on a Staff Appraisal and Development Form (SAD); performance evaluation by the manager (informed by student evaluation questionnaires, statistical attainment of the modules/programmes that the individual is responsible for; and external examiner or Award Body reports).

The Staff Appraisal and Development Scheme Form also includes staff development undertakings by the individual (e.g. registration for further qualifications, publications, attendance at CPD events), and intended forthcoming staff development as well as career aspirations. The Staff Appraisal and Development Scheme should generally be seen as underpinning the Academic Development Plan of the College, particularly in terms of the future development of each staff member. In addition, the policy gives clear guidance on the limitations and process for College staff to undertake additional qualifications at the College. [B4: Indicators 7 and 8]

Students

The qualifications of all applicants for places upon the College's programmes of study are of paramount importance. The College looks for students with intellectual curiosity, who have pursued and achieved academic excellence. Personal and extracurricular accomplishments are also significant in student selection.

Students are an important resource. Our students, individually and collectively, create the inquisitive knowledge-seeking environment in which learning can prosper. Recruit the right students and many other positives will follow, not least in terms of student feedback helping the College to further enhance its provision.

The College's mission implies that it particularly welcomes applications from students who will contribute to, and benefit from, the lively academic, social, and extracurricular activity at the College. The College prefers to choose candidates who stand out for their abilities, accomplishments, energy for learning, thoughtfulness, perspective, and many other qualities. It is the mixture of individuals with different strengths and backgrounds that makes for the most dynamic and productive student community. Thus quantitative academic credentials, such as 'A' level scores don't adequately explain admission decisions. However, students will normally be expected to meet the minimum academic criteria for admission. International students will also have to demonstrate a suitable command of the English language through a recognised qualification such as IELTS or equivalent. Each programme of study will have set minimum requirements. [B4: Indicator 3]

Students are an integral part of the academic community and as such are encouraged to take an active part in all aspects of College life, including membership of Staff/Student Liaison Committees. All programmes will elect student representatives to serve on these committees.

Student feedback is an essential part of programme development. All students will be asked to provide regular feedback to the Quality and Enhancement Committee through the completion of module and programme evaluation forms. These will normally be completed at the end of each semester.

The College is able to provide classes in learning skills and remedial English language, both at the start of, and during, the academic provision, for those students in need of support, as well as particular provision relating to assessments for those with particular learning difficulties or disabilities.

Each student is allocated to a member of academic staff who acts as the student's personal tutor. The College ensures that the personal tutor system enables academic staff to intervene quickly if a problem occurs, whether it be academic, or in relation to the student's personal welfare. It also enables the tutor to act promptly if an attendance problem occurs, and it may pre-empt non- attendance by providing access for the student with difficulties. Regular formal meetings are required with each student (at least once per term or semester) to discuss academic progress.

The City of London College is committed to supporting students in effecting personal change and development. The College strategy is to create an environment enabling students to develop and achieve by taking responsibility for their own learning. Through the Student Charter and communication channel with personal tutors, students are fully informed about the opportunities available to them and are also made aware of their responsibility to engage with those opportunities. This ensures that they are more likely to make effective use of the services and resources provided by the College. Successful achievement of an individual student's academic, personal and professional objectives builds confidence and develops potential.

The Academic Board is responsible for strategic and operational planning, and for Quality and Standards. By implementing Academic Board policies, the College is able to determine and evaluate how to enable student development and achievement.

The College does not tolerate any form of discrimination, direct or indirect, or harassment, whether based upon disability, gender, race, nationality, ethnic origin, religious belief, or sexual orientation. Staff and students are expected to show appropriate respect to each other at all times. Failure to meet this requirement will be deemed a serious matter and may lead to staff dismissal or student expulsion. [B4: Indicator 3]

Policy Review

This policy will be reviewed on an annual basis, or if there is a change in legal or other business related requirement.

Review Date	Description	Reviewer
August 2022	Resources for Learning Policy	SMT Team

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