

THE ENGINEERING & DESIGN INSTITUTE LONDON

LEARNING AND TEACHING STRATEGY

Summary	Overview of TEDI-London's Academic Regulations and Policies		
Policy Owner	Deputy Dean		
Policy Sponsor	Academic Board		
Policy applies to	All students and staff of TEDI-London		
Related regulation and policy	<ul style="list-style-type: none"> - Staff Recruitment and Selection Policy - Assessment Regulations - Maximising Performance Policy - Access and Participation Plan 		
Equality impact assessment completed	[date]		
Version	4		
Date of implementation	September 2022	Date of next formal review	September 2023

DOCUMENT CONTROL

Date	Version	Action	Amendments
02/2020	1	Document created	
05/2019	1	Approved by Academic Board	
10/2020	2	Document updated	Further references to supporting documentation. Updated monitoring information.
12/2020	3	Document Updated	To provide reference to the Learning and Development Toolkit
08/2022	4	Document updated	Updated to ensure accuracy with current teaching and learning activity at TEDI-London

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1. INTRODUCTION

The Engineering & Design Institution London's (TEDI-London) Learning & Teaching Strategy is written with reference to the QAA UK Quality Code, Advice and Guidance: Learning and Teaching and Advance HE's guidance for enhancing teaching and learning in higher education. It should be read in conjunction with the Staff Recruitment and Selection Policy and the Learning and Development Toolkit.

TEDI-London's strategic approach to learning and teaching is to develop and deliver accessible, high quality and industry-relevant engineering programmes that allow students, irrespective of their backgrounds, to reach their full potential and their life goals.

This will be achieved by delivering programmes that are mapped to the Frameworks for Higher Education Qualifications (FHEQ), to Engineering Council standards, and genuinely co-designed with industry to ensure that our graduates are job-ready at, or even before, graduation.

Facilitation of learning will be achieved through a project and problem-based curriculum underpinned by knowledge developed through independent learning and engagement with online learning resources.

Character and personal development are key to the TEDI-London approach. From day one students are considered to be Professionals in Training and supported to develop responsibility for their own learning and achievements. Students will be enabled to manage their own learning outside of tutor-led sessions to ensure that they access, engage and re-visit all learning materials as part of their learner journey.

2. VISION

TRANSFORMING ENGINEERING EDUCATION: TRANSFORMING LIVES

TEDI-London's vision is to transform engineering education to transform lives – both for the students that study with us and for the societies benefited by the solutions they design and make.

To underpin this, our strategy for learning and teaching is to ensure that:

- Our curriculum develops students as professionals who are determined, hardworking, creative problem solvers with a global, future focused outlook.

- Our students will attain the knowledge, understanding, qualifications, professional recognition and skills for a successful career in engineering. We have an inclusive approach to learning and offer learning which is accessible to all
- Our curriculum is genuinely co-designed and developed with academic reference points, the Engineering Council expectations, industry, students, and key external stakeholders.
- Our educators are dual professionals - knowledgeable subject specialists, and experienced educators who develop and share best pedagogic practices through ongoing continuing professional development.
- Active learning is our default approach.
- Our creative and contemporary physical and digital learning spaces, promote innovation, collaboration and employability through reflecting current and emerging industry requirements.
- Learning and assessment are underpinned by evidence-based quality assurance and enhancement processes and practice, such as Annual Monitoring and Periodic Review.

3. WHAT WILL WE ACHIEVE

- The highest quality, academic learning through projects co-designed and co-delivered with industry
- A unique, sustainable, pedagogical approach
- A reputation for producing job-ready graduates with the right skills and attitudes to succeed in their future careers
- Agility to ensure our portfolio of courses and qualifications continues to reflect the changing needs of employers
- Confidence and excellence in using different delivery modes that meets the needs of students and employers

4. HOW WILL WE ACHIEVE IT

4.1. OUR PEOPLE

As an Engineering Higher Education Provider that will attract and educate a diverse, potentially less traditional student, our colleagues will be equally as diverse.

Our people will be talented and will share the vision and values of TEDI-London.

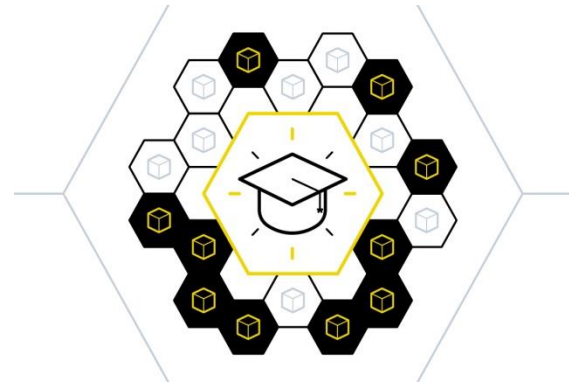
We will ensure that our people are trained to deliver the Teaching and Learning Strategy aims through our induction and ongoing training processes, as outlined in the Maximising Performance Policy.

4.2. APPROACH TO DELIVERY

We will deliver our curriculum through project and problem-based learning supported by online learning resources.

Students will work on real-life projects from day one. These projects will be real-life challenges developed around key themes or disciplines such as computing and robotics, smart cities, energy and sustainability. They will be co-designed and co-delivered by industry experts and will be supported by one-to-one mentoring and group work.

Project work will be underpinned by online learning resources which provide knowledge in bite-sized chunks. Our approach to learning is one of “just-in-time” not “just in case”. Students will be guided through the online learning resources by Module Leaders as they progress through their studies.



4.3. ACTIVE LEARNING

Learning at TEDI-London will be active in nature, facilitated by well-qualified tutors and mentors. We will enable students to engage actively as learners and co-creators of learning content alongside the TEDI-London team. Wherever possible we will use active forms of student-centred and enquiry-based learning to support the development of life-long learning.

Students will learn in a variety of ways and through problem and project-based learning where appropriate. The majority of facilitated learning will be through project supervision although tutors will be on hand to provide support and guidance as students complete their independent study.

4.4. ASSESSMENT

A variety of assessment methods will be employed and where possible these will reflect real-world scenarios. Assessments will focus on the development and achievement of intended programme outcomes alongside marks and grades, i.e. assessment for learning rather than simply assessment of learning.

There will be a mixture of formative assessment and summative assessment.

Formative assessment tasks are included in our online learning resources which engage students in learning activities and provide timely, actionable feedback so that students can improve.

Summative assessments will be realistic and real-life focused and will, as much as possible, emulate tasks students might encounter in the workplace.

The Assessment Regulations give further information about how assessment is undertaken.

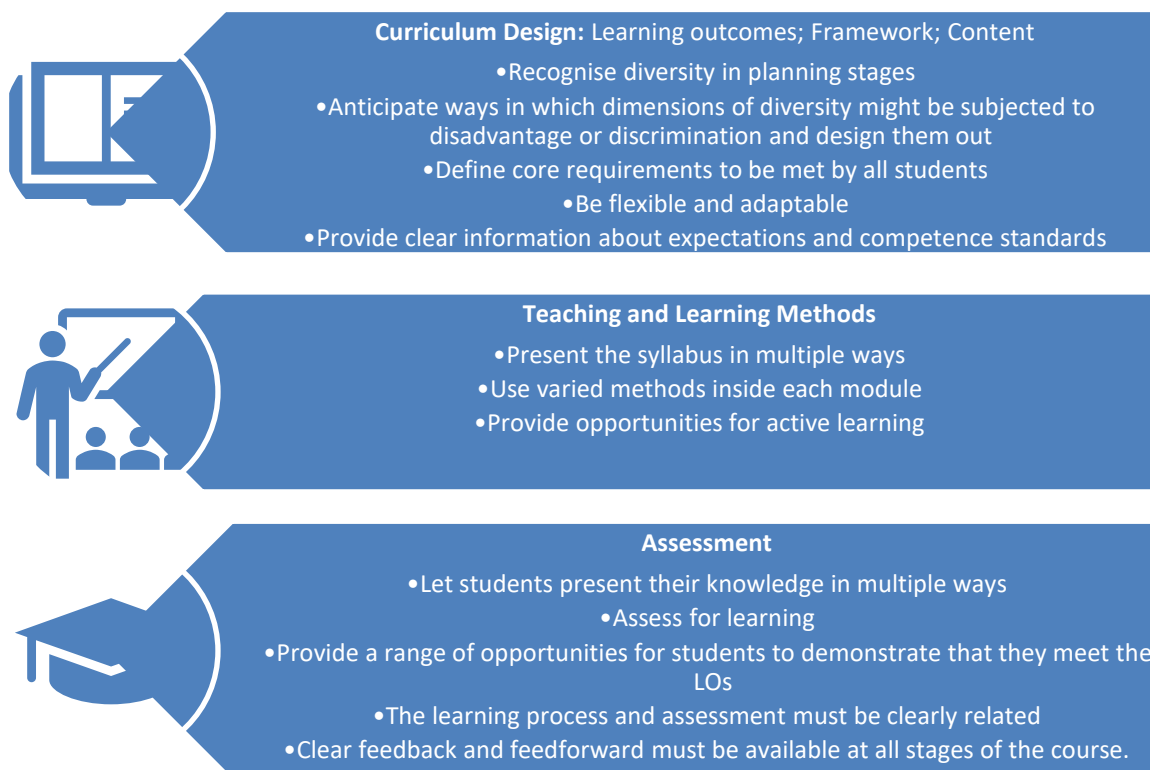
4.5. INCLUSIVITY

We will provide and signpost flexible pathways to access and we will consider different learning styles and cultural backgrounds in designing our curriculum.

Students will be exposed to a variety of approaches through the projects and learning resources. A wide range of learning activities will be used to appeal to different students' learning styles and to minimise barriers to learning.

A variety of assessments will be used to ensure that all students are equally able to demonstrate their achievement and to provide students with a range of opportunities to demonstrate their achievement.

Our approach to designing an inclusive curriculum can be summarised below.



4.6. CHARACTER AND PERSONAL DEVELOPMENT

Our approach to character and personal development will support students in developing as professionals prepared for the workplace. There will be focus on their cognitive, emotional and social intelligence, resilience, communication, mental health well-being and their preparation for the workplace which they will be able to demonstrate in their reflective professional and personal portfolios.

4.7. STAKEHOLDER INPUT

Engagement from stakeholders is a fundamental aspect of TEDI-London. This is key to ensuring that the knowledge and skills our graduates develop align with the current and future needs of industry and society.

Partners will be involved in the co-creation and development of the TEDI-London curriculum to ensure the knowledge and skills our graduates develop align with the current and future needs of industry.

Guest speakers, mentors and project supervisors will engage to support the contextualisation of theory and ensure learning is grounded in an understanding current practice. Partners will be involved in setting projects and problems, as well as acting as mentors for these.

4.8. LEARNING ENVIRONMENT

We will provide accessible, inspirational, physical and digital learning environments that allow students to collaborate and be active in their learning. We will create a 'work-like' learning environment which values professional attitudes and behaviours.

Learning and teaching in the physical environment will be augmented by extensive use of the digital learning environment. The following principles will be applied:

- Microsoft Teams will be the platform for the digital learning environment.
- The digital learning environment will provide access to a range of resources and learning tools to allow for collaboration and improved access/inclusivity.
- The digital environment will be utilized to support face-to-face learning by housing essential and supplementary learning materials.

5. MEASURES, GOALS AND MILESTONES

- Module satisfaction
- Student attainment – measure through good honours (top quartile)
- Year on year student continuation and attainment
- Achievement of goals articulated in the Access and Participation Plan.
- Graduation of our first cohort in 2023
- Graduate destinations (LEO, data obtained Autumn 2025 and Autumn 2026) - top quartile
- Our students' personal development, with an aim for them to be equipped with the right skills to both understand, and provide solutions for, the increasingly complex interconnections in our world – measured in their portfolios.
- When we are established, we will use the NSS and other external data sources to benchmark against other HEIs. We are aiming for the top quartile.