

Teaching and Learning Policy

Policy Title: Teaching and Learning Policy

Document Reference: LAAT-ACAD-POL-TLP

Department / Function: Academic quality and standard

Policy Owner: Academic Dean, Dr Manoj Ponugubati

Oversight Committee: Academic Quality Panel

Approving Body: Academic Board (recommendation) / Boards of Governors (final approval)

Version: v1.0

Status: Adopted

Effective Date: 06/02/2026

Review Cycle: Annual

Supersedes: None

Regulatory Alignment with Office for Students (OfS) Conditions

This Teaching and Learning Policy forms an integral part of the London Academy for Applied Technology's (LAAT) academic governance and quality assurance framework and provides assurance that the provider delivers a high-quality academic experience in accordance with the Office for Students' regulatory requirements and the expectations of its validating partner, Plymouth Marjon University.

The policy directly supports compliance with **OfS Condition B1 (Academic Experience)** by setting out clear institutional requirements for curriculum design, teaching delivery, learning support, and academic oversight. It ensures that programmes are designed with clearly articulated learning outcomes, delivered through appropriate teaching methods, and supported by suitable learning resources, enabling students to successfully achieve the outcomes of their studies.

The policy further supports **OfS Condition B2 (Resources, Support and Student Engagement)** by requiring that learning materials are accessible, appropriately structured, and made available to students in a timely manner through approved learning platforms. It embeds inclusive teaching practices, anticipates diverse student needs, and establishes mechanisms for student engagement and feedback, supporting student continuation, progression, and completion.

Alignment with **OfS Condition B4 (Assessment and Standards)** is achieved through the requirement that teaching and learning practices are aligned with approved assessment strategies and academic regulations. The policy reinforces the maintenance of academic standards by ensuring consistency in delivery, clarity of staff responsibilities, and the use of formal academic quality assurance and enhancement processes consistent with partner university requirements.

The policy also supports compliance with **OfS Condition C1 (Consumer Protection)** by ensuring that students are provided with clear, accurate, and accessible information about programme structures, learning outcomes, teaching methods, and academic support

arrangements. This enables students to understand the academic experience offered and ensures that delivery is consistent with published information and contractual commitments. This policy is informed by the UK Quality Code for Higher Education and the academic regulations and quality assurance frameworks of Plymouth Marjon University. Its implementation is monitored through LAAT's academic governance structures, including the Academic Quality Panel and Academic Board, to ensure effective oversight, continuous enhancement, and ongoing compliance with regulatory requirements.

Terms of Reference

1. Purpose

The purpose of this policy is to define LAAT's approach to teaching and learning and to ensure that all programmes are delivered in a manner that promotes student engagement and academic success. It establishes expectations for the embedding of inclusive and accessible learning practices across all provision, supports the maintenance of academic standards, and ensures alignment with the requirements of the partner university and the regulatory expectations of the Office for Students (OfS). Through this approach, the policy reinforces LAAT's commitment to equality, diversity, inclusion, and academic excellence.

2. Scope

This policy applies to all academic staff involved in teaching, learning, and assessment, as well as to all students enrolled on LAAT programmes. It covers all aspects of curriculum design and delivery, including teaching methods, learning activities, learning materials and resources, and arrangements for student engagement and feedback. The policy applies across all LAAT campuses and approved delivery locations and includes provision delivered through face-to-face, online, and blended learning environments.

3. Principles of Teaching and Learning

Teaching and learning at LAAT are guided by a commitment to inclusivity, with teaching practices designed to anticipate diverse learner needs and minimise barriers to learning. Accessibility is embedded through the provision of learning materials and activities that are suitable for all students. Teaching approaches promote active learning and encourage meaningful student participation, supporting engagement and progression. Delivery is consistent with approved curricula and clearly defined learning outcomes, ensuring coherence across programmes. Teaching quality is monitored and continuously enhanced through established quality assurance processes.

4. Curriculum and Programme Design

All programmes must have clearly defined and measurable learning outcomes that are aligned with relevant qualification frameworks. These learning outcomes are designed to enable students to demonstrate their achievement through appropriate, valid, and inclusive assessment methods. Programme and module design must also anticipate potential barriers to learning and embed inclusive approaches from the outset to support equitable student participation and success.

5. Inclusive Teaching and Learning Practices

LAAT is committed to inclusive practice, ensuring that learning activities are designed to benefit all learners while reducing the need for individual adjustments wherever possible. The institution provides support for students with diverse learning needs to enable full participation and achievement. Inclusive practice is embedded across all aspects of provision, including programme design, teaching delivery, assessment and feedback, and student support and engagement.

6. Preparation and Use of Learning Materials

Learning materials must be clear, well-structured, and accessible to all students. Core teaching materials should, wherever reasonably practicable, be made available to students in advance of scheduled sessions. All materials are expected to follow accessibility good practice, including the use of readable fonts, structured documents, and clear presentation design. In addition, learning resources must be uploaded to the approved Virtual Learning Environment (VLE) to ensure consistent and equitable access for all students.

7. Teaching Delivery

- Teaching methods must support engagement, participation, and achievement of learning outcomes
- A variety of teaching approaches may be used, including lectures, seminars, workshops, and online learning
- Teaching delivery is monitored through:
 - Module evaluation
 - Student feedback
 - Academic Quality and Progress processes

Students may make audio recordings of teaching sessions in line with institutional policy and data protection requirements.

8. Student Engagement and Empowerment

LAAT promotes student engagement by providing clear and accessible information through programme and module handbooks, encouraging students to participate actively in learning activities, and systematically collecting and responding to student feedback. Students are also

involved in quality assurance and enhancement processes, ensuring their perspectives contribute to the continuous improvement of teaching and learning.

9. Governance, Monitoring and Review

- Oversight of teaching and learning quality is provided by the **Academic Quality Panel**
- Issues or risks are escalated to the **Academic Board** as required
- Teaching and learning practices are reviewed through:
 - Periodic review
 - Module evaluation
 - Student feedback mechanisms

10. Equality, Diversity and Accessibility

This policy operates in line with:

- Equality Act 2010
- LAAT Equality, Diversity and Inclusion Policy
- LAAT commitments to inclusive practice and reasonable adjustments

11. Monitoring, Compliance and Review

Monitoring

- Ongoing through academic governance structures

Compliance

- Non-compliance is addressed through academic governance and staff management processes

Review

- This policy will be reviewed annually or earlier if required by regulatory or partner changes

12. Responsible people/ Roles include

Academic Dean (policy owner): Dr Manoj Ponugubati

- Overall accountability for policy implementation

Academic Quality Lead: TBC

- Administration, guidance and procedural oversight

Programme Lead: Mr Amarjeet Singh

- Effective implementation, monitor quality and consistency

Module Leaders: Multiple

- Deliver teaching in line with approved curriculum, prepare accessible learning materials

List of people and contacts

Role	Name	Contact Email
Academic Dean (Policy Owner)	Dr Manoj Ponugubati	manoj@laat.ac.uk
Academic Quality Lead	TBC	TBC
Programme Lead	Mr Amarjeet Singh	amarjeet.singh@laat.ac.uk
Module Leads	Multiple	Multiple

13. List of Document (LoD)

This policy should be read in conjunction with

- Marking and Moderation Policy
- Assessment Extension Policy
- Extenuating Circumstances Policy
- Academic Appeals Policy
- Equality, Diversity and Inclusion Policy
- Student Complaints Policy

14. Evidence

- Marking and Moderation Policy
- Assessment Extension Policy
- Extenuating Circumstances Policy
- Academic Appeals Policy
- Equality, Diversity and Inclusion Policy
- Student Complaints Policy

Evidence Mapping Table

Evidence Item	Purpose / What it Demonstrates	Relevant OfS Condition(s)
Marking and Moderation Policy	Sets out robust, fair, and consistent arrangements for marking, second marking, and moderation to ensure the reliability, validity, and comparability of assessment outcomes and awards.	B4 (Assessment and awards), B5 (Sector-recognised standards), E3 (Accountability)
Assessment Extension Policy	Provides a transparent and consistent process for requesting and approving short-term assessment extensions, ensuring fairness while safeguarding academic standards.	B4 (Assessment and awards), C1 (Consumer protection), C5 (Treating students fairly)

Extenuating Circumstances Policy	Establishes a structured and equitable framework for considering significant, unforeseen circumstances affecting assessment or progression, applied consistently across programmes.	B4 (Assessment and awards), C1 (Consumer protection), C5 (Treating students fairly), E3 (Accountability)
Academic Appeals Policy	Provides students with a clear, fair, and accessible mechanism to challenge academic decisions, including defined grounds, timescales, and escalation routes.	C1 (Consumer protection), C2 (Student complaints scheme), C5 (Treating students fairly), E3 (Accountability)
Equality, Diversity and Inclusion Policy	Demonstrates institutional commitment to fairness, inclusivity, and equal opportunity, supporting accessible learning, assessment, and decision-making for all students.	B1 (Academic experience), C5 (Treating students fairly), E1 (Public interest governance)
Student Complaints Policy	Sets out a fair, transparent, and procedurally compliant process for handling student complaints, including internal resolution and external escalation to the OIA.	C1 (Consumer protection), C2 (Student complaints scheme), C5 (Treating students fairly), E2 (Management and governance)