

EDA COLLEGE



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Teaching, Learning and Assessment Strategy¹

Version Control/History

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Strategy Owner	Academic Manager / Programme Leaders
Applies To	All academic and professional services staff, students and partners involved in the design, delivery and assessment of higher education provision at EDA College

¹ Aligned with the OfS Regulatory Framework (Conditions B1 to B6), the UK Quality Code for Higher Education, the FHEQ and the UK Professional Standards Framework (Advance HE)

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1. Strategy Statement

EDA College (“the College”) exists to provide accessible, high-quality higher education that empowers students from a wide range of backgrounds to succeed in their studies, in their chosen professions and as engaged members of society. Teaching, learning and assessment are at the heart of that mission.

This Teaching, Learning and Assessment Strategy (“the Strategy”) sets out the College’s overarching vision, principles and priorities for the period 2026–2030. It defines what students, staff, partners and stakeholders can expect from the College’s academic provision and how the College will continue to enhance the quality of the student experience and the outcomes its students achieve.

2. Vision and Aims

Our vision is to provide an inclusive, intellectually rigorous and professionally relevant higher education experience that enables every student to develop the knowledge, skills and attributes they need to thrive.

Through this Strategy, the College will:

- Deliver well-designed, coherent programmes that are aligned with sector-recognised standards and prepare students for successful progression to further study and employment.
- Provide engaging, evidence-informed and inclusive learning experiences that meet the diverse needs of our student body.
- Use assessment to support student learning, evidence achievement of intended learning outcomes, and assure academic standards.
- Embed the effective use of digital technologies to enhance — not replace — the relationship between students and teachers.
- Invest in a confident, qualified and continuously developing academic workforce.
- Engage students as active partners in the design, delivery and enhancement of their education.
- Promote equality of opportunity and tackle differential outcomes across student groups.
- Continuously improve through reflection, evaluation, scholarship and benchmarking.

3. Strategic Context

This Strategy is set in the context of the College’s mission and the UK higher education regulatory landscape, including:

- The Office for Students (OfS) Regulatory Framework, in particular the conditions on quality and standards (B1, B2, B4 and B5), positive outcomes for students (B3) and student protection (C-conditions).
- The UK Quality Code for Higher Education and its Advice and Guidance themes.
- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and applicable subject benchmark statements.
- The Teaching Excellence Framework (TEF) where applicable to the College’s provision.
- The UK Professional Standards Framework (UKPSF) maintained by Advance HE.
- The expectations of awarding, validating and Professional, Statutory and Regulatory Bodies (PSRBs) where the College’s programmes are subject to such recognition.

- Equality and inclusion duties under the Equality Act 2010 and the College's Access and Participation arrangements.

4. Guiding Principles

The Strategy is informed by a set of guiding principles drawn from contemporary higher education scholarship and good practice:

Principle	Application at EDA College Ltd
Constructive alignment	Intended learning outcomes, teaching and learning activities, and assessment are explicitly aligned at module and programme level (Biggs and Tang).
Inclusive curriculum design	Programmes are designed with diverse learners in mind from the outset, drawing on Universal Design for Learning principles.
Active and engaged learning	Students are positioned as active participants in their learning, with opportunities for problem-solving, dialogue, application and reflection.
Authentic assessment	Assessment, where appropriate, reflects the kinds of tasks students will face in further study, professional life and society.
Feedback as dialogue	Feedback is timely, developmental and meaningful; students are supported to engage with and act on it.
Evidence-informed practice	Teaching is informed by scholarship, sector evidence, professional practice and disciplinary research.
Partnership with students	The student voice is integral to programme design, monitoring, review and enhancement.
Quality and standards	All provision is delivered in line with FHEQ levels, sector-recognised standards and the UK Quality Code.

5. Strategic Priorities 2026–2030

The Strategy is structured around six strategic priorities, each supported by a set of objectives and a College-wide action plan.

Priority	Focus
P1. Excellence in Curriculum Design	Coherent, well-aligned programmes that meet sector and professional standards.
P2. Engaging and Inclusive Learning	Active, inclusive and digitally-enabled learning experiences.
P3. Assessment for Learning and Standards	Assessment that supports learning, evidences attainment and assures standards.
P4. Confident, Qualified Educators	Continuous professional development of academic staff against the UKPSF.
P5. Students as Partners	Effective student engagement and partnership at all levels.
P6. Outcomes and Equity	Strong, equitable continuation, completion and progression outcomes for all student groups.

6. Teaching

The College is committed to high-quality teaching that:

- Is informed by scholarship of teaching and learning, current disciplinary knowledge and professional practice.

- Uses a balanced range of pedagogical approaches – including direct instruction, dialogic teaching, problem-based learning and experiential approaches – chosen to suit the discipline, level and student cohort.
- Models high standards of academic and professional conduct.
- Is delivered by appropriately qualified staff who are supported to engage in continuous professional development against the UKPSF.
- Is responsive to formative student feedback and module-level evaluation data.

7. Learning

The College recognises that learning is an active, social and developmental process. To support effective learning, the College will:

- Set clear, measurable intended learning outcomes for every module and programme, mapped to FHEQ levels.
- Make explicit the expectations of independent and directed study, including the volume of guided learning and self-directed learning hours.
- Provide structured opportunities for students to make connections across modules, levels and disciplines.
- Use formative tasks, low-stakes activities and reflective practice to support metacognition and self-regulated learning.
- Embed digital and information literacy across the curriculum, including academic integrity, ethical use of artificial intelligence and effective use of digital tools.
- Provide accessible, well-designed learning resources and a supportive learning environment.

8. Assessment

Assessment is central to learning and to the assurance of academic standards. The College's approach to assessment is governed by its Assessment Policy and operationalised through programme and module assessment strategies.

8.1 Assessment Principles

- Valid – assesses what is intended by the learning outcomes, at the appropriate FHEQ level.
- Reliable – produces consistent judgements through clear criteria, calibration and moderation.
- Fair and inclusive – designed to enable all students to demonstrate their learning, with reasonable adjustments where appropriate.
- Authentic – aligned where possible with the demands of further study, professional practice and society.
- Manageable – proportionate in volume and timing for both students and staff.
- Transparent – with criteria, weightings and feedback expectations clearly communicated to students in advance.

8.2 Types of Assessment

Programmes will use an appropriate balance of:

- Formative assessment that provides feedback to support learning without contributing to final marks.

- Summative assessment that evidences achievement of learning outcomes and contributes to module and programme awards.
- Programme-level / synoptic assessment that evidences integrative achievement across modules where appropriate.

8.3 Feedback

Feedback will be timely, specific, developmental and aligned to assessment criteria and learning outcomes. Students will be supported to engage with and act on feedback through dedicated activities at the start of subsequent assessment cycles.

8.4 Academic Integrity

The College expects the highest standards of academic integrity from staff and students. Programmes will integrate teaching on academic integrity and the ethical use of generative artificial intelligence into the curriculum. Suspected academic misconduct will be handled through the College's Academic Integrity and Misconduct procedures.

9. Digital and Technology-Enhanced Learning

Digital technologies are integral to contemporary higher education. The College will use digital tools and environments to enhance teaching, learning and assessment, while maintaining the central importance of human relationships in education. The College will:

- Maintain a reliable, accessible Virtual Learning Environment (VLE) as the digital backbone of every module.
- Adopt a blended approach where appropriate, using digital tools to extend and complement in-person teaching.
- Ensure all digital learning resources meet accessibility standards, including the Web Content Accessibility Guidelines (WCAG) 2.2 AA where reasonably practicable.
- Develop staff and student capabilities in digital literacy, including the responsible use of generative AI tools.
- Use learning analytics ethically and transparently to support student success and inform enhancement.

10. Inclusion, Diversity and Wellbeing

The College is committed to an inclusive curriculum and learning experience that values the diversity of its students and staff. The College will:

- Apply inclusive design principles in programme and module development, drawing on Universal Design for Learning.
- Decolonise the curriculum where appropriate, by representing diverse perspectives, voices and ways of knowing.
- Provide reasonable adjustments and inclusive teaching practice to remove barriers for disabled students and others with protected characteristics under the Equality Act 2010.

- Promote student wellbeing through programme design, signposting to support, and a balanced assessment load.
- Use disaggregated outcomes data to identify and address differential outcomes across student groups, in alignment with the College's Access and Participation arrangements.

11. Staff Development and Recognition

The quality of the student experience depends on the expertise and engagement of academic staff. The College will:

- Support all academic staff to engage with the UKPSF and progress towards Advance HE Fellowship recognition (Associate Fellow, Fellow, Senior Fellow or Principal Fellow) at an appropriate level.
- Provide a structured programme of professional development covering pedagogy, assessment, inclusive practice, digital learning and scholarship.
- Embed peer observation, mentoring and reflective practice as part of routine professional life.
- Recognise and reward excellence in teaching and innovation through internal awards and progression criteria.
- Support engagement in the scholarship of teaching and learning and in subject-based scholarship.

12. Student Engagement and Partnership

Students are partners in their education. The College will:

- Engage student representatives in programme design, periodic review, validation and quality enhancement.
- Use module evaluation, programme committees, the National Student Survey (NSS) and other feedback mechanisms to inform action and demonstrate “you said, we did” cycles.
- Provide opportunities for students to act as co-creators of learning resources and as student researchers, where appropriate.
- Support an active student representation system, with training and recognition for student representatives.
- Ensure transparent, timely communication with students about decisions affecting their education.

13. Quality Assurance and Enhancement

Quality assurance and enhancement are not separate from teaching and learning – they are the structured ways the College reflects on, evidences and improves them. The College will:

- Operate programme approval, monitoring, periodic review and validation processes consistent with the UK Quality Code.
- Use external examiners and subject specialists to assure standards and inform enhancement.
- Use a range of evidence – module evaluations, attainment data, continuation and progression data, NSS and TEF metrics – to inform decision-making.
- Ensure that data on student outcomes is reviewed, disaggregated by student characteristic and acted on, in line with OfS condition B3.
- Maintain robust processes for the management of subcontracted, validated or partner provision.

14. Roles and Responsibilities

Role	Key Responsibilities
Board of Governors	Approve the Strategy and oversee its implementation, in particular the College's academic standing and the management of academic risk.
Academic Board	Provide academic governance for the Strategy; oversee its implementation; advise the Board of Governors on academic quality and standards.
Programme Leaders	Own the Strategy; lead its implementation and review; coordinate the annual action plan and reporting.
Programme Leaders	Lead implementation within their area; ensure programmes align with the Strategy; engage staff and students.
Programme Leaders / Module Leaders	Apply the Strategy in programme and module design, delivery, assessment and evaluation; act on feedback and data.
Academic Staff	Engage with continuous professional development; embed the principles of the Strategy in their teaching, assessment and feedback practice.
Quality Assurance / Registry	Provide the data, processes and assurance frameworks that underpin the Strategy.
Students and Student Representatives	Engage as partners in the design, evaluation and enhancement of teaching, learning and assessment.

15. Key Performance Indicators

The Strategy will be monitored using a balanced set of indicators, including:

Theme	Indicative KPI	Source
Continuation	Continuation rates overall and by student characteristic.	OfS B3 / internal data
Completion	Completion rates overall and by student characteristic.	OfS B3 / internal data
Progression	Progression to managerial / professional employment or further study.	OfS B3 / Graduate Outcomes
Student Satisfaction	NSS scores on teaching, assessment and feedback.	National Student Survey
Assessment	Percentage of feedback returned within published timescales; consistency of moderation outcomes.	Internal monitoring
Staff Development	Percentage of academic staff with HEA / Advance HE Fellowship at an appropriate level.	HR records / Advance HE
Inclusion and Equity	Awarding gaps; differential outcomes by characteristic.	Internal data / OfS data

16. Implementation and Monitoring

The Strategy will be implemented through:

- An annual Teaching, Learning and Assessment Action Plan, owned by the Programme Manager/Programme Leader and approved by the Academic Board.
- Programme-level action plans aligned with the Strategy and routine monitoring at programme board, the Academic Board and (for academic risk) the Risk & Compliance Board.
- Periodic deep dives on individual priorities (e.g. assessment, awarding gaps, digital learning).
- Annual reporting to the Board of Governors on progress against KPIs.
- A full review of the Strategy in 2029–30 to inform the next strategy cycle.

End of Strategy