

Part 1: Academic Quality Framework

Section 9: Learning, Teaching and Assessment

1. Introduction

1. ICMP places considerable emphasis on the quality of Teaching, Learning and Assessment.

2. ICMP's mission is to "inspire, encourage and equip our students to succeed by delivering a relevant and innovative educational experience of the highest quality" and the Learning, Teaching and Assessment (LTA) Strategy and the parallel Student Engagement Strategy and Research Scholarly and Professional Practice (RSPP) Strategy are central to the academic function of ICMP to achieve this goal.

2. Graduate Attributes

1. Our programmes are designed to support students in developing our *Graduate Attributes*. These attributes define our expectations for those graduating from our programmes, regardless of their discipline and expertise, and inform our approach to programme delivery. The attributes also underpin the design and content of any new or revalidated programme.

2. Our graduates are:

Industry ready & employable

- Expert and highly skilled in their discipline
- Able to navigate the complexities the creative industries
- Digitally literate
- Articulate, confident and effective communicators
- Able to negotiate constructively and to influence others

Imaginative & enterprising

- Resilient to change
- Creative problem solvers
- Skilled in collaboration
- Committed to challenging established practices

Adaptable

- Adept at team-working and collaboration
- Creative in applying solutions to complex problems
- Able to work flexibly in both physical and digital environments

Global citizens

- Socially and environmentally responsible
- Community-minded
- Respectful of difference
- Sensitive to a range of cultural perspectives

3. **Learning, Teaching and Assessment (LTA) Strategy**

1. ICMP's Learning, Teaching and Assessment (LTA) Strategy 2022-26 was approved by the Academic Board in June 2022 and is implemented and monitored by the LTA Committee.

2. ICMP's approach to Teaching and Learning is exemplified through the 4 strategic themes of the LTA Strategy:

a. *Student Engagement* - We recognise the range of challenges students face throughout their programme of study, and the differing needs of individuals. Our dedicated Student Engagement Strategy articulates, and provides a roadmap for implementation of, our approach to supporting student success.

b. *Learning Culture and Community* - At ICMP, we are committed to cultivating a learning culture that requires parity of engagement and investment – and a sense of shared responsibility – from students and faculty. This collaborative ethos sets the context for bespoke, personalised learning, which encourages our students to recognise their autonomy as learners. We want our students to be active agents in their learning and to have influence over how they learn.

c. *Industry-readiness and Employability* - We aim to ensure that all students are industry-ready and equipped with the transferable skills, knowledge and attributes to ensure their ongoing professional development beyond graduation. As an ICMP student progresses through their programme, they should increasingly engage in both curricular and extra-curricular activities that will help them to transition into the working environment. We endeavour to raise student aspirations and connection with the modern industry.

d. *Faculty Development* – ICMP's innovations in learning, teaching and assessment are informed by research and best practice. We engender a culture in which faculty are committed to the enhancement and development of their practices. Our Research, Scholarly and Professional Practice (RSPCC) Strategy articulates our aim, and associated actions, to create and embed a culture of research, scholarly and professional activity that informs our curriculum, programme portfolio, and pedagogical effectiveness, and enhances the student experience.

3. The success of the LTA Strategy (and related strategies) is monitored and assessed by metrics, proxies, data points and qualitative evaluation opportunities as detailed within the Strategy.

4. **Assessment, Feedback and Moderation**

1. All assessment, feedback and moderation activity at ICMP is carried out according to our Assessment and Feedback Policy and the supporting Assessment Pack.

2. The Assessment and Feedback Policy seeks to ensure that assessments are valid, reliable and fair by providing clear, accurate, accessible information and guidelines to all staff and students.

3. ICMP have identified eight key principles that serve to underpin all assessment and feedback activity:

1. *Relevance* – All assessments will be clearly aligned to the module learning outcomes and aims of the programme, and clearly engage the student in applying their learning in appropriate contexts.
 2. *Authenticity* – All assessments will be clearly aligned with the typical working practices of the subject discipline, simulating, wherever appropriate, real-life tasks.
 3. *Inclusivity* – Assessment tasks and methods will aim to enable inclusivity for all students and should be designed to allow measurement of performance against the learning outcomes for the broadest possible range of students.
 4. *Transparency* – Assessment task and grading criteria will be commutated clearly.
 5. *Variety* – Assessments are designed to ensure they are varied, interesting, challenging and relevant, so that they build work-based and academic skills.
 6. *Integrity* – Assessment will be designed to minimise opportunities for academic malpractice, and assessment process will be carried out with due diligence and integrity.
 7. *Timeliness* – Assessment will be appropriately scheduled to allow students and markers sufficient opportunity to plan their workload and meet all deadlines. Feedback will be delivered to students in a timely manner to allow students to act on guidance and continually improve their performance.
 8. *Helpfulness* – Feedback will be helpful for the student, clearly justifying the grade awarded, and giving explicit guidance on how further progress can be made.
4. ICMP's Assessment Pack is designed to support Programme and Module Leaders in:
 1. ensuring consistency of practice between programmes and modules
 2. improving the transparency and clarity of assessment processes to tutors and students
 3. improving the pre-assessment information made available to tutors and students
 4. supporting assessing tutors in providing useful and pertinent feedback that aids student progress
 5. securely tracking the assessment outcome reporting to students and to UEL
 6. ensuring that moderation processes effectively monitor both the accuracy of marking/grades and the quality of feedback to students
 5. External Examiners play an important role in our moderation processes, as detailed in Section 11, External Examiners.
 6. ICMP takes academic misconduct extremely seriously and refers to the ICMP Academic Integrity Policy to investigate and combat any incidences of academic misconduct, including plagiarism or the use of ghost-writing services.
 7. ICMP uses the ICMP Extenuating Circumstances Policy to consider claims for extenuating circumstances from students.
 8. ICMP achieved Degree Awarding Powers (DAPs) from academic year 2022-23. During a transition period, a minority of students have chosen to continue to remain registered to

receive their award from our validating partner, University of East London (UEL). For those students, ICMP uses the Awarding Body's (ie UEL's) Extenuating Policy, Academic Misconduct Policy and system of external examination.

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V2.0	Dec 2022 Academic Board	Annual review and new degree awarding powers and bringing together the formerly separate Teaching and Learning and Assessment policies to one new Learning, Teaching and Assessment policy	Interim Deputy Registrar	Annually and as required
V1.2	14/09/20 Academic Board	Annual review and update	Deputy Registrar	Annually and as required
V1.1	01/09/20 Academic Board	Annual review and update	Deputy Registrar	Annually and as required
V1.0	24/03/2020 Academic Board	Document creation	Quality Manager	Annually and as required
Related policies				
<ul style="list-style-type: none"> • Section 9: Assessment • Teaching, Learning and Assessment Strategy • Student Engagement Strategy • Research, Scholarly and Professional Practice Strategy • Technology Enhanced Learning (TEL) Strategy • Section 11: External Examiners • Academic Integrity Policy • Extenuating Circumstances Policy 				
External Reference				
<p><i>UK Quality Code for Higher Education Advice and Guidance: Teaching and Learning</i> Office for Students' Quality & Standards Conditions AdvanceHE's Professional Standards Framework</p>				