



Teaching and Learning Strategy

Cultivating Capability

Policy no.	ASQ 1.4
Version no. & date	Version 1.1 – 23 October 2026
Author	Director of Education
Last review date	23 October 2026
Next review due	October 2028
Responsible Committee	Quality of Education Committee
Approved by & date	Quality of Education Committee – 23 October 2026
External reference points	Office for Students (OfS) Conditions of Registration B1, B2 and B4; Quality Assurance Agency for Higher Education (QAA) UK Quality Code for Higher Education
Linked policies	ASQ 1.1 Quality Assurance and Enhancement Policy; ASQ 1.8 Academic Support and Improvement Policy and Procedure; ASQ 1.9 Assessment Marking & Feedback Policy; ASQ 1.10 Digital Learning Policy; SLCC 6.10 Student Support and Experience Framework
Audience	Staff and Students

1. Introduction: Our Vision for Applied Learning

The enduring purpose of UK College of Business and Computing (UKCBC) is to enable opportunity, cultivate confidence and develop capability through applied learning grounded in authentic experiences for our learners. To realise this purpose, UKCBC requires a clear and intentional Approach to Teaching, Learning and Assessment that ensures every learner benefits from a transformative, professionally connected and inclusive educational experience.

As a college delivering higher education in partnership with awarding bodies and external organisations, UKCBC plays a pivotal role in interpreting and enriching approved curricula so that learning is applied, authentic and strongly connected to industry. Our approach is structured around four interdependent priorities:

1. **Industry Connected and Applied Learning**
2. **Personalised and Inclusive Experiences for All Learners**
3. **Digitally Enabled, Problem Based Education**
4. **Championing Teaching Excellence and Development**

Together, these priorities articulate UKCBC's vision for applied learning and set out the actions, measures and governance required to ensure consistent enhancement across the college.

2. Scope

This strategy applies to all taught programmes delivered by UK College of Business and Computing (UKCBC), including those delivered in partnership with awarding universities, and to all staff who teach, assess or support students.

3. Roles and Responsibilities

The Director of Education leads the strategy and is accountable for its implementation.

The Head of School and Senior Lecturers implement the strategy within programmes and modules.

The Applied Learning Oversight Group coordinates applied learning activity and reports to the Quality of Education Committee.

The Quality of Education Committee monitors progress against the strategy, and the Academic Board receives assurance on its delivery.

4. Priority I: Industry Connected and Applied Learning

This priority affirms UKCBC's commitment to delivering learning that is directly connected to industry expectations and grounded in applied approaches that bring knowledge to life. Our model recognises that learning must be academically informed and professionally relevant. This dual focus ensures that teaching is anchored in current industry standards while being enriched by contemporary academic insight. As a college working in partnership with awarding bodies, UKCBC enhances approved curricula through industry connection, professional engagement and authentic learning design.

Every programme must be professionally focused and outward facing. This is achieved through active collaboration with students, employers and key stakeholders who contribute to the co development and continuous evaluation of learning. Their involvement ensures that delivery remains relevant, valuable and aligned with professional demands. Central to this ambition is UKCBC's commitment to building staff and institutional capacity to engage confidently with employers. This includes developing structured employer networks, strengthening partnership mechanisms and enabling teaching teams to translate employer insight into meaningful enhancement of delivery.

Theoretical knowledge becomes powerful only when it is applied. Learners must be able to connect concepts to practice, and for this reason all UKCBC programmes are required to integrate meaningful opportunities for students to apply their learning in real or simulated work settings. Practice based learning is expected to occur both within the college environment and externally through partnerships, industry engagement and community collaboration. To ensure consistency, quality and visibility of applied learning, this strategy mandates the integration of the following core methods across programmes:

- **Real World Projects**
 - *Structured learning activities where students work on authentic problems, challenges or tasks that mirror those encountered in professional settings. Real world projects draw on principles of experiential learning, enabling learners to apply theory to practice, make decisions, collaborate and produce outputs that have relevance beyond the classroom.*
- **Live Briefs**
 - *Time bound, employer or client initiated tasks that require students to respond to genuine organisational needs. Live briefs connect learning directly to current industry challenges and are grounded in work integrated learning approaches. They allow students to experience professional expectations, deadlines and quality standards while receiving feedback from external partners.*

- **Sector Links**

- *Planned interactions between students and industry professionals that expose learners to current sector practices, trends and expectations. Sector links may include guest teaching, site visits, employer talks, project input or co designed activities. They are informed by partnership based pedagogies that emphasise knowledge exchange and contextualised learning.*

- **Community Links**

- Collaborative learning activities that engage students with community groups, charities or civic organisations. Community links draw on service learning theory, emphasising reciprocal value: students apply learning to real community needs while developing empathy, communication and social responsibility.

- **Simulation**

- *The use of controlled, constructed or digital environments that replicate real world professional scenarios. Simulation allows learners to practise skills, make decisions and experience consequences within a safe space. Simulated learning is commonly associated with experiential and problem based pedagogy, supporting confidence building and applied skill development.*

These methods form the backbone of applied learning at UKCBC and ensure that students experience regular, structured and varied forms of professional practice throughout their studies.

The ultimate goal is to shape well rounded, professionally capable learners. Our commitment to applied learning is designed to develop not only subject knowledge but the essential skills, attributes and behaviours demanded by employers. Through this holistic model, UKCBC prepares its graduates to be confident problem solvers, responsible citizens and effective lifelong learners, capable of navigating and contributing to an increasingly complex world.

To deliver this ambition, UKCBC will continue to strengthen its institutional capacity for employer engagement, ensuring staff are supported to work collaboratively with industry and can confidently integrate employer insight into teaching, learning and assessment.

4.1 Commitments

1. **Curriculum Design:** Ensure all programmes are academically informed and industry connected, integrating applied learning principles across delivery. Programme development and evaluation must be undertaken collaboratively with students, employers and key stakeholders to ensure relevance, authenticity and alignment with current professional standards.
2. **Authentic Experiences:** Provide every learner with regular, structured opportunities to apply knowledge in real or simulated professional environments. This includes embedding practice based learning within modules, across the wider curriculum and through external partnerships, ensuring consistent exposure to professional expectations and authentic contexts.
3. **Applied Learning Methods:** Integrate the core applied learning methods—Real World Projects, Live Briefs, Sector Links, Community Links and Simulation—across programmes to strengthen relevance, promote experiential learning and ensure students experience varied forms of professional practice.
4. **Industry and Community Engagement:** Build and sustain meaningful partnerships with employers, industry bodies and community organisations that directly influence and enhance teaching, learning and assessment. Engagement must be visible within delivery plans, curriculum enhancements and student learning activity.
5. **Staff Capacity and Employer Engagement:** Strengthen the capability of teaching teams to engage confidently with employers, design authentic learning activities and incorporate

industry insight into learning and assessment. Staff should have access to structured support, networks and professional development that deepen their understanding of industry practice.

6. **Applied Learning Oversight Group:** Establish a formal Applied Learning Oversight Group to provide strategic and operational leadership of applied learning across the college. This group will oversee the quality, consistency and impact of applied learning methods, monitor employer engagement activity, review evidence of learner outcomes and ensure alignment with awarding body expectations. The group will report into the Quality of Education Committee, strengthening institutional governance and demonstrating UKCBC's commitment to the systematic monitoring and enhancement of applied learning.

4.2 Measures of Success

1. **Professionally Capable Learners:** Graduates demonstrate confidence, independence and capability in applying knowledge in real world contexts, showing readiness for employment or further study.
2. **Authentic Application of Knowledge:** Students can evidence the ability to translate theoretical understanding into practical solutions through real world projects, live briefs and applied tasks that mirror professional expectations.
3. **Enhanced Industry Alignment:** Programmes reflect current sector standards, employer insight and evolving industry needs, evidenced through curriculum enhancements, delivery documentation and partnership activity.
4. **Improved Employability Indicators:** Students show growth in professional behaviours, digital competence, communication, teamwork and workplace resilience, contributing positively to their employability outcomes.
5. **Strengthened Community and Industry Partnerships:** Partnerships with employers, sector representatives and community organisations demonstrate active involvement in shaping learning, providing opportunities and contributing to programme evaluation.
6. **Visible Impact of Applied Learning Methods:** Student work, assessment outputs and learning artefacts illustrate meaningful engagement with applied learning methods and demonstrate development of practical, transferable skills.
7. **Staff Competence in Applied Learning:** Educators demonstrate confidence and capability in designing applied learning experiences, collaborating with industry partners and embedding applied pedagogies within their teaching practice.

4.3 Governance

- Annual monitoring aligned with awarding body requirements.
- Employer feedback embedded in programme evaluation.
- Applied learning reporting to Quality of Education Committee.

5. Priority II: Personalised and Inclusive Experiences for All Learners

This priority reflects UKCBC's commitment to ensuring that every learner is supported to succeed through a personalised, inclusive and confidence building educational experience. Learners come to the college with diverse backgrounds, strengths and aspirations. To honour this diversity, UKCBC creates learning environments that recognise individual needs, celebrate difference and nurture personal growth. When students feel respected, understood and included, they are more likely to engage meaningfully with their studies and progress successfully.

A personalised approach requires coherent and connected experiences across the learner journey. This includes clear expectations, timely guidance and proactive support. Personalisation at UKCBC is a culture, not a service, shaping how learners are welcomed, engaged and supported throughout their studies.

Inclusion and belonging are essential conditions for learning. Students who feel they belong demonstrate greater confidence, resilience and engagement. UKCBC is committed to cultivating learning communities where all students feel valued, supported and represented, with inclusive practice embedded across teaching, services and college life.

Support and guidance must be intentional. Many learners join with varied prior educational experiences and may require differentiated encouragement or academic preparation. Mentoring and coaching structures help students build confidence, navigate complex decisions and take ownership of their development.

Assessment and feedback are central to an inclusive and personalised experience. Assessment should be authentic, accessible and aligned with professional expectations. Feedback must be timely, constructive and developmental, enabling learners to reflect on their progress and plan next steps.

This priority ensures that learners do not merely complete their programmes but thrive within them, developing confidence and capability for future study or employment.

5.1 Commitments

1. Personalised Learner Experience

Commit to delivering a personalised, inclusive and transformative learner journey by ensuring that all students receive tailored academic and personal support. Provide coherent, connected touchpoints across the learner lifecycle, from induction to progression, with proactive guidance at the point of need.

2. Belonging and Inclusive Communities

Foster learning environments that actively promote belonging, celebrating the diversity, identity and lived experiences of all learners. Ensure inclusive practice is embedded across teaching, services and college life, so that all students feel valued, represented and able to contribute.

3. Holistic Support and Guidance

Provide structured mentoring and coaching that enables students to build confidence, develop self efficacy and navigate academic or personal challenges. Ensure that learners' prior experiences, strengths and aspirations meaningfully inform the support they receive.

4. Inclusive, Authentic and Accessible Assessment

Design and deliver assessment that is inclusive, relevant and reflective of real world expectations. Ensure assessment tasks are accessible, clearly communicated and provide learners with opportunities to demonstrate their knowledge, skills and progression. Provide timely, constructive and developmental feedback that supports reflective learning and continuous improvement.

5. Staff Capability for Inclusive Practice

Ensure that educators and support staff are equipped to deliver inclusive, personalised learning through targeted professional development. Embed inclusive pedagogy, equitable practice and cultural awareness across the college workforce.

6. Data Informed Personalisation

Use learner engagement, progression and feedback data to identify support needs early, personalise interventions and monitor the impact of inclusive practices across programmes.

5.2 Outcomes

1. Learners feel a strong sense of belonging and inclusion

Students report that they feel valued, connected and represented across their programme and wider college experience.

2. Learners experience a coherent, supportive and personalised journey

Evidence shows clear improvements in confidence, engagement and self-efficacy across the learner lifecycle, with early interventions reducing disengagement.

3. Reduction in attainment, continuation and progression gaps

Key demographic indicators demonstrate improved parity of outcomes, showing that inclusive practice is improving equity across the college.

4. Learners demonstrate increased confidence, resilience and agency

Students articulate greater ownership of their learning, improved independence and readiness for further study or employment.

5. Assessment is understood, meaningful and supports learner growth

Learners show strong comprehension of assessment expectations and can articulate how feedback supports their development. Assessment outputs demonstrate progression in knowledge, skills and behaviours.

6. Mentoring and coaching positively impact learner outcomes

Students accessing personalised academic coaching or mentoring demonstrate improved engagement, progression and achievement.

7. Inclusive pedagogy is evident across programmes

Observations, student feedback and programme reviews show regular use of inclusive teaching principles, differentiated approaches and culturally responsive practice.

8. Increased student participation in community and co creation activity

Learners engage actively with enrichment, peer learning, student voice structures and community building initiatives.

9. Staff demonstrate increased capability and confidence in inclusive practice

continuing professional development (CPD) participation and staff evaluation evidence improved pedagogic approaches, clearer support pathways and enhanced responsiveness to learner needs.

5.3 Governance

- Oversight by the Quality of Education Committee.
- Inclusive practice audits at programme and institutional level through the Operational Delivery Plan.

6. Priority III: Digitally Enabled, Problem Based Education

This priority recognises the essential role of digital capability in shaping contemporary applied learning. Digital education is used not simply for access but as a catalyst for innovation, collaboration and problem-based learning across programmes.

Digital integration requires purposeful use of tools and platforms to enhance communication, creativity and critical thinking. UKCBC seeks to replicate real digital workplace environments, allowing learners to collaborate, engage with simulation and operate confidently in technology rich settings.

Problem based learning is central to applied learning. Digital platforms enable simulation, experimentation and scenario-based activity, helping learners translate theory into practice through complex, authentic tasks.

Enhanced delivery through digital and physical tools, such as simulation, virtual laboratories and specialist facilities, allows learners to practise skills and receive feedback in safe but realistic contexts.

Digital confidence is essential for employability. UKCBC commits to developing strong digital capability among staff and students, enabling them to work effectively, create confidently and adapt to emerging technologies.

Collaborative environments unify learners, educators and employers in shared problem solving, strengthening teamwork, communication and professional behaviours.

6.1 Commitments

1. Digitally Enhanced Learning Environment

Ensure that all learners benefit from a high-quality digital learning environment that promotes innovation, collaboration and inclusion. Digital tools must be used intentionally to support active learning, problem solving and applied practice.

2. Authentic, Technology Supported Learning Experiences

Integrate digital and physical specialist tools, including simulation, virtual labs, digital platforms and collaborative technologies to enrich applied learning and ensure students can experience realistic professional scenarios.

3. Digital Confidence and Capability

Support all students and staff to develop the digital knowledge, skills and behaviours needed to participate confidently in technology rich environments. Promote digital literacy, digital communication, safe practice and professional digital identity across the college.

4. Problem Based and Experiential Learning

Embed structured opportunities for learners to engage with authentic digital problem solving, scenario based activities and interdisciplinary collaboration, ensuring that learning connects meaningfully to real world challenges.

5. Digital Inclusion and Accessibility

Ensure that digital resources, platforms and activities are accessible to all learners regardless of previous experience or socio economic background. Provide targeted support for learners who require additional digital skills development.

6. Collaborative Digital Learning Spaces

Develop blended physical and digital environments that bring together students, educators and external partners to co create solutions, share insight and collaborate on applied learning activities.

6.2 Outcomes

1. Confident Digital Learners and Practitioners

Learners demonstrate the ability to use digital tools independently, communicate professionally, collaborate effectively and produce work that meets modern industry standards.

2. Enhanced Applied Learning through Digital Practice

Student outputs show meaningful engagement with simulation, scenario based learning and technology enhanced activities that support real world application of knowledge.

3. Improved Problem Solving and Critical Thinking

Learners demonstrate the ability to analyse digital scenarios, evaluate options and apply judgement in professional contexts, reflecting increased cognitive independence.

4. Reduction in Digital Access and Capability Gaps

Learners with initially low digital confidence show measurable improvement, narrowing gaps in capability and participation across demographic groups.

5. Evidence of Collaborative and Interdisciplinary Learning

Programmes demonstrate regular use of collaborative digital tasks, with students reporting increased teamwork, communication and creativity.

6. High Levels of Student Satisfaction with Digital Learning

Students report that digital learning supports their understanding, engagement and confidence, particularly in applied and professional contexts.

7. Staff Capability in Digital Pedagogy

Educators demonstrate improved use of digital tools, effective design of online and blended learning activities and increased confidence in delivering technology enabled teaching.

8. Employer Validation of Digital Readiness

Feedback from employers confirms that UKCBC learners display appropriate digital behaviours, communication practices and technical capability for workplace settings.

6.3 Governance

- Applied learning oversight group will monitor the effectiveness of digital tools, simulation and problem-based learning approaches; review staff capability and learner engagement data; and ensure that the digital dimension of applied learning is implemented consistently, inclusively and in line with awarding body requirements.
- Annual digital learning audit reported to QoE

7. Priority IV: Championing Teaching Excellence and Development

Teaching excellence is essential to applied, industry connected learning. This priority affirms UKCBC's commitment to supporting educators who inspire learners, model professional behaviours and continually develop their practice. Excellent teaching brings programmes to life and ensures learners benefit from meaningful, coherent and professionally relevant experiences.

Excellence and quality begin with a teaching culture that values reflective practice and continuous improvement. Educators bring varied professional and academic strengths; UKCBC supports them to use this expertise to enrich learning and connect students to real world insight.

Agility and empowerment are crucial. Educators must feel supported to adapt delivery, respond to employer expectations, interpret awarding body requirements and create authentic applied learning opportunities.

Professional development underpins excellence. UKCBC provides structured CPD to strengthen pedagogy, digital capability, inclusive practice and industry understanding. Protected time for CPD ensures staff can engage with employers, observe professional practice and design authentic applied activities.

Leadership development sustains improvement. Educational leaders inspire colleagues, champion learner success and maintain alignment with the college's purpose and values.

7.1 Commitments

1. A Culture of Teaching Excellence

Promote a culture in which excellent teaching is recognised, valued and continuously enhanced. Ensure teaching practice is reflective, innovative and aligned with applied learning principles that prepare students for real world contexts.

2. Agility and Professional Autonomy of Teaching Teams

Empower educators to make informed pedagogic decisions, adapt delivery to emerging industry needs, and co design learning activities with employers and students. Support agility in practice through collaborative planning, peer learning and evidence informed approaches.

3. Structured and Targeted Professional Development

Provide a comprehensive CPD offer focused on pedagogy, inclusive practice, digital capability, applied learning design and industry awareness. Ensure educators have protected time to engage with professional learning and external partners.

4. Strengthened Staff Industry Engagement

Encourage and support educators to maintain and develop connections with industry, enabling them to incorporate current practice, trends and expectations into teaching, learning and assessment.

5. Development of Educational Leadership

Cultivate leadership capability among academic staff, ensuring that future leaders are confident, reflective and equipped to drive applied learning, inclusion, digital enhancement and quality improvement across programmes.

6. Consistency and Quality Assurance in Teaching Practice

Ensure that teaching meets high and consistent standards across programmes through structured observation, peer review, mentorship and curriculum evaluation. Embed shared expectations for effective applied teaching.

7.2 Outcomes

1. High Quality, Applied Teaching Across the College

Teaching consistently demonstrates alignment with applied learning principles, showing strong links to industry, authenticity and learner engagement.

2. Educators Demonstrate Increased Pedagogic Confidence

Staff show growth in teaching capability through CPD, peer support and reflective practice, evidenced in observation outcomes, self evaluations and programme reviews.

3. Innovation in Teaching and Assessment Design

Programmes incorporate creative, authentic and industry informed approaches to teaching and assessment, resulting in enhanced learner engagement and improved outcomes.

4. Stronger Employer Influence in Teaching Practice

Employer engagement is evident in curriculum delivery, teaching activities, live briefs and real world projects. Staff integrate employer feedback into teaching planning and improvement.

5. Improved Student Perceptions of Teaching Quality

Students report increased satisfaction with teaching, noting that learning is engaging, relevant, inclusive and well supported.

6. Enhanced Staff Retention and Professional Progression

Educators demonstrate strong commitment to UKCBC's purpose, with improved staff retention, internal progression and participation in leadership pathways.

7. Visible Leadership Presence in Learning and Teaching

Academic leaders actively model teaching excellence, support improvements in educational practice and demonstrate influence across programme teams.

8. Compliance with Awarding Body and Regulatory Expectations

Teaching practice reflects consistent quality, clear alignment with awarding body requirements and adherence to internal and regulatory quality standards.

7.3 Governance

- Quality of Education Committee oversight.
- Annual CPD impact report to the Quality of Education Committee

8. Conclusion: A Connected Approach to Teaching, Learning and Assessment

The four priorities operate as a cohesive, interdependent model of learning and teaching. As a college working in partnership with awarding bodies, UKCBC ensures that industry connected and applied learning (Priority I) is delivered within digitally enriched environments (Priority III), supported by personalised and inclusive experiences (Priority II) and strengthened through excellent teaching (Priority IV).

Through this strategy, UKCBC affirms its commitment to enabling opportunity, cultivating confidence and developing capability, ensuring graduates who are capable, confident and ready for the future.

9. Monitoring and Review

Progress against the commitments, measures of success and outcomes in sections 4 to 7 will be reported to the Quality of Education Committee at least annually. The strategy will be reviewed at least every two years, or earlier if regulatory, partner or institutional changes require it.

Version History

Version	Date	Author	Summary of changes	Approved by
1.1	23 October 2026	Director of Education	Initial version. Presentation aligned with the policy suite house style: UKCBC logo, title block, front sheet rows (external reference points, linked policies, audience), teal numbered headings, draft watermark removed (25 October 2026). Scope, Roles and Responsibilities, and Monitoring and Review sections added in line with GA 3.1 (25 October 2026).	Quality of Education Committee