



**CITY UNIVERSITY  
LONDON**

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## **Guidance for Good Practice Policy**

### **Scope**

All taught and research programmes leading to an award of City University London, including programmes that are delivered through collaborative means such as validation, joint or franchised provision.

## Guidance on Good Practice

As detailed in the Good Practice Policy, the University defines good practice as:

- Effective practice that goes beyond basic policy or regulation.
- Innovation that enhances the learning, teaching or student experience.
- Practice that has been developed to meet a particular identified need.

## Identification of Good Practice

The policy lists the mechanisms through which good practice can be identified:

### 1. Core Quality Processes

#### *a) Annual Programme Evaluation (APE)*

The APE provides the opportunity to identify and describe good practice highlighted through various evidence sources, including forms of student feedback; external examiner reports; external reference points (Subject Networks and PSRB reports); and learning and teaching awards. It also enables programmes to identify good practice that could best be shared with other programmes, including where this occurs at partner institutions.

Programme teams completing APEs should consider internal and external good practice and reflect on how and where this might be used to enhance their programmes, incorporating relevant actions into the APE.

#### *b) External Examiner Reports*

External Examiner reports are particularly useful mechanisms for identifying examples of good practice since the appointee is normally benchmarking the programme/s against comparable provision within the HE sector. Examples of good practice are highlighted for consideration by Programme Committees and the Board of Studies or Validation Course Board.

#### *c) Periodic Review (Revalidation for validated provision)*

In Periodic Review (and Revalidation), the programme team is responsible for compiling a reflective review document which should include potential areas of good practice. The panel considering the review (including an external) identifies possible good practice as part of the review.

Programme teams undertaking Periodic Review/Revalidation should consider internal and external good practice during the process and reflect on how and where this might be used to enhance their programmes, incorporating relevant actions into the Periodic Review/Revalidation action plan.

#### *d) Programme Approval*

Although less likely to identify examples of good practice, because the programme is not yet running, the programme approval process may identify where programme teams plan to use particularly effective or innovative.

#### *e) Student evaluations and feedback*

Good practice may be identified, for example, through internal mechanisms for collecting student feedback, namely module evaluations and the internal survey *Your Voice*. Staff-Student Liaison Committees (SSLCs) may also provide examples of good practice. External mechanisms for the collection of student views are additional important sources, particularly the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES).

*f) Professional, Statutory or Regulatory Body (PSRB) (re)accreditations and reports*  
PSRB activity may identify good practice that is of particular importance to the industry to which the programme is related.

*g) Peer Review*

Good practice might be identified when peer review of teaching and learning activity is undertaken. The peer may identify this both in the verbal discussion about the review and in the completed documentation of the review. The reviewer can then encourage the reviewee to share this with their peers.

## 2. Learning Development Activity

*a) Learning Development Projects (LDP)*

The Learning Development Projects are an opportunity for staff to implement new practice in their learning and teaching but with support to be able to evaluate this. The support for the project enables the evaluation to be completed and good practice to be shared with peers through conference presentations and possible journal articles.

*b) Learning Development Associates (LDA)*

The role of the Learning Development Associate is to explore an aspect of learning and teaching practice, usually over the period of one year. This enables the LDA to identify good practice in one department/school and share this with others across the University. The LDA often links staff across the University so others might implement this practice and/or gain support to do so. Dissemination of this practice is through conference presentations and journal publications.

*c) Student Voice Awards/School Learning and Teaching Awards*

The awards scheme run by the schools and the Students' Union receive nominations and information about good practice in a range of teaching, facilitation or support of learning activities. These examples of good practice are celebrated and shared locally but also through collecting case studies to share with others.

## **Dissemination of Good Practice**

The policy also provides information on how good practice may be disseminated.

Although the University supports the dissemination of good practice, it recognises that some examples may not be relevant for dissemination (e.g. where they are discipline-specific). It also recognises that, in some instances, emergent good practice in one programme may already be happening elsewhere in the University or at a partner institution. This should not prevent that practice being acknowledged and/or disseminated.

Some examples of the formal, institution-wide mechanisms through which dissemination is supported include:

- Initiatives related to learning development activities above:
  - Those working on projects become Learning Development Fellows on completion.

- Bi-monthly newsletter showcasing work of projects.
  - All nominees for Student Voice Awards receive a certificate of nomination.
  - LDAs and Fellows are invited to run professional development sessions and expert sessions.
- Conferences, meetings and associated materials
    - Annual Learning Development Showcase showcases work ongoing across the University.
    - Learning@City Journal features articles by previous project holders.
    - Annual Learning@City conference.
    - LDC mentoring programme for staff who might apply for National Teaching Fellowship Scheme.
    - Dissemination fund to assist with prompting work of LDAs/LDPs and to support those staff who are being developed for NTFS.
    - Bi-annual meeting of Learning Development Fellows.
- Reports and written materials
    - Thematic reports for University Committees arising from Annual Programme Evaluations, Periodic Reviews, Programme Approval and External Examiner Reports.
    - Institutional analysis of student feedback results.
    - LDC reports for University Committees.
    - LDC Annual Critical Success Factors reports
    - LDC “vignettes” – case studies of practice – from across the University to be published as a blog. These will be created from as many of the core quality processes and learning development activities as possible.

The diagram below demonstrates how good practice is developed and disseminated:

