

Independent Learning Charter

We want you to share our culture of independent learning, and to contribute to it, so that your learning and the learning of others will be as meaningful as possible. Independent learning enables individual learners to take responsibility for their own learning. This is especially important for learners who want to be successful in their studies at university level.

This Charter is our statement of how we will support you, and how we want you to develop as a learner.

We will support you by:

- explaining the difference between dependent learning and independent learning
- embedding learning into the College culture through diverse and innovative learning material
- organising our classrooms and instruction so that the attitudes, skills and knowledge of independent learning will be fostered in our students
- recognising that independence is developed by design, not chance
- designing assessment tasks that are consistent with the aim of helping you to become an independent learner
- providing you with constructive and timely feedback, with suggestions about how you can continue to improve as an independent learner
- understanding each of our students well, and recognise that students will progress from being dependent learners at different speeds
- encouraging you to reflect on your learning experiences, and to show you ways to record and benefit from your reflections
- engaging in professional learning discussions and activities which are designed to make us more effective teachers
- sharing experiences of our development as independent learners, and explaining how these experiences have contributed to our lifelong motivation to learn.

We want you to:

- aim to understand the difference between dependent learning and independent learning
- strive to see the independent learning dimensions in all of your learning areas, aim to strengthen your skills and deepen your knowledge so that you are able to become progressively more independent
- co-operate enthusiastically with the learning opportunities provided, in order to maximise your development as an independent learner
- participate in not only what is being done in the classroom, but critically deliberate why an activity is useful for generating independent learning
- negotiate the nature of assessment tasks in a manner that is consistent with you becoming an independent learner
- respond to the feedback provided, by attempting to integrate the advice you have received in subsequent learning activities
- endeavour to acquire the attitudes, skills, analytical techniques and knowledge of an independent learner, in line with your own speed of development
- respond reflectively as part of an activity such as preparation for a test, assignment, portfolio or oral presentation
- be a part of the ongoing discussions aimed at the continual improvement of the learning outcomes of a creative thinking community of scholars
- develop an understanding of what it means to be a lifelong learner and anticipating how this will help you to live a more effective and meaningful life.

The Learning Charter has been designed to recognise the QAA Quality Code Chapter B3 expectation:

“Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.”