



The Inns of
Court College
of Advocacy

Teaching and Learning Strategy

Approval Date:

Approval Authority: Lynda Gibbs

Date of next review:

The ICCA **Teaching and Learning Strategy** flows from the ICCA's Strategic Plan for 2019–2024 which defines the vision, values, strategies and key initiatives of the ICCA. The Strategic Plan provides a framework for all ICCA strategy and operations and is supported by four strategic and operational plans including this Teaching and Learning Plan.

The ICCA Strategic Plan has been developed by the ICCA Governing Body and ICCA academic staff, in conjunction with the Bar Council and the Inns of Court. It was approved in full by the Board of Governors on 15 July 2019 and amended on 12 June 2019 to comply with BSB regulatory requirements. The next ICCA Strategic Plan, 2025-2030, is expected to be approved no later than June 2024.

Vision

The ICCA will deliver high quality, innovative and flexible academic and professional education and training, characterized by excellence in pedagogy, student experience and student outcomes, for current and future members of the Bar.

Values

The ICCA furthers the rule of law by promoting collegiality, valuing diversity, and upholding the highest standards of integrity.

The ICCA has four overarching strategies:

ICCA Strategies			
Deliver high quality, innovative and flexible academic and professional education and training (including the ICCA Bar Course) in a variety of modes, (including online and face-to-face), both nationally and internationally.	Provide opportunities for professional development for all members of the Bar while building a culture of collegiality.	Embed robust financial and risk management systems that will enable the ICCA to be agile and responsive to changes in the academic and professional landscape.	Develop key performance indicators to measure progress in achieving strategic objectives and evaluate its success year-on-year.

Initiatives

The ICCA will deliver four key initiatives:

1. ICCA Bar Course (subject to authorisation)
2. Advocacy and Professional Ethics Training
3. Continuing Professional Development Programmes
4. International Training

Teaching and Learning Strategy

The ICCA Teaching and Learning Strategy has 3 Guiding Principles, each of which has a series of implementation plans:

Guiding Principle #1: To promote the highest standards of professional competence including oral and written advocacy and professional ethics.

- Recruit and retain leading academics and practitioners in order to further develop a strong academic and professional community.
- Develop and maintain pedagogically excellent, high-quality digital and blended education and training courses, which will be delivered using a variety of modes, via the ICCA, Inns and Circuits and which are accessible to all levels of learners on an ongoing basis as part of their learning journey
- Promote practitioner-led and research-enhanced learning by fostering a culture of shared academic, professional and practitioner expertise.
- Develop and deliver a curriculum which responds to changing demands, enabling students (of mixed ability) and practitioners at all levels to meet their learning goals and career objectives.
- Apply, where necessary, for external funding to undertake practice-relevant research which will underpin the development of education and training.

Guiding Principle #2: To deliver excellence in teaching and learning by means of high quality, flexible and accessible education and training, augmented by the innovative use of digital and physical learning spaces.

- Use physical space and customized, advanced digital and online technology for each stage of the learning journey, including a bespoke Virtual Learning Environment (used to support digitally interactive learning in Part 1 and blended learning in Part 2 of the ICCA Bar Course) to foster effective interactive teaching and learning.
- Develop sophisticated learning analytics to analyse the effectiveness of teaching and learning and facilitate continuous improvement.
- Foster a culture of reflective practice (by means of digitally-supported journaling, recording and interactive exercises) enabling students and practitioners to meet expectations of professional competency throughout their learning journey.

Guiding Principle #3: To create an inclusive, open and respectful culture by embedding staff and student wellbeing and encouraging talented students to enter the profession.

- Cultivate an inclusive and diverse community where all staff and students are respected.
- Foster a greater understanding of the strength of diversity within the profession including by active means such as workshops, role modelling, mentors and promotion of the diverse student voice.

- Further develop our practices and policies in order to ensure that success is based solely on demonstrable outcomes.

Teaching and Learning Key Performance Indicators

Students

- **Recruitment:** Meet target levels of student recruitment and retention.
- **Feedback:** Collect and analyse student feedback at defined intervals using best practice in this area and incorporate feedback loops into all areas of operation.
- **Engagement:** Create a programme of professionally-focused, co-curricular opportunities for students
- **Wellbeing:** Provide meaningful support, advice, guidance and practical assistance.

Staff

- **Research:** Facilitate the development of relevant research.
- **Wellbeing:** Provide staff wellbeing support and guidance.
- **CPD:** Ensure that all staff participate in regular CPD.

Reputation

- **Profession:** Develop and maintain a strong brand.
- **Collaboration:** Engagement with 10 SBAs.
- **Research:** Ensure that all research is directly relevant to core business.
- **Wellbeing:** Receive Certificate of Achievement from Wellbeing at the Bar.

Definition of Terms

Blended Learning¹ provides a combination of face-to-face learning and dynamic digital activities and content that can facilitate 'anytime/anyplace learning'.

Flexible Learning² enables students to choose how, what, when and where they learn including the pace, place and mode of delivery.

¹ *Developing Blended Learning Content Approaches*, (JISC), 1 September 2017.

² *Framework for Flexible Learning in Higher Education*, (HEA), 2015.

Review of this Strategy

This strategy will be reviewed annually by the ICCA Director of Programmes and the Chair of the BPTC Education Committee. Subject to approval by the governing body of the ICCA.

Recommendations arising from these reviews will be incorporated in future Teaching and Learning Plans and implemented by the ICCA.