

London College of International Business Studies (LCIBS)

Learning, Teaching and Assessment Strategy

2017-2020

Introduction and Context

Acknowledging that we are operating in what is currently a highly uncertain external higher education environment we at LCIBS are seeking to build upon a very solid historical record of accomplishment and sound reputation of business education provision and endeavour to develop innovative, high quality undergraduate and postgraduate programmes that serve a clear market niche offering a unique value proposition. In this respect we are working toward status of leading provider of high quality business education and executive training support for individuals and organisations in the UK and the wider international arena - a learning and development institution with a 'small college' feel of friendliness, trust and conviviality, but with a 'university' capability of expertise and knowledge-base.

LCIBS strives to provide an increasingly stimulating, multicultural learning environment in which students aspire to global citizens capable of contributing effectively and responsibly to society. We foster a staff-student relationship based upon 'partnership working' to facilitate provision of a high quality learning experience – the smallness of our operation serves to cement closeness of staff-student interface and the establishment of high value-adding 'learning relationships'. We endeavour to nurture and support our students in a manner that facilitates them reaching their full potential as confident, critical thinkers with enquiring minds and a propensity for lifelong learning.

We at LCIBS draw upon a set of clear values that underpin and drive our approach to Teaching, Learning and Assessment:

High Quality Student Experience: We place our students at the forefront of all we do, aiming to ensure they have an exceptional and unique experience during their time with us. We seek to enhance the student experience from all dimensions of our provision – including, the subjects under study and the associate knowledge-bases, the balance and diversity of modes of learning, our facilities and our high quality teaching and support staff.

Rigorous and Relevant Business Education Provision: We will constantly provide a balance of programmes which are academically rigorous and practically relevant and which both inspire and challenge our students. Our programmes are developed to produce students who are confident, resilient life-long learners able to effectively cope with the vagaries of life and to seize opportunities in local, national or international job markets and secure quality workplace.

Staff as our Most Valuable and Valued Assets: We perceive and treat our staff as our most valued assets, whose well-being and ongoing development is fundamental to the high quality of our student educational experience. Provision of appropriate training and support will underpin the progressive enhancement of staff capability to offer innovative programmes that are academically robust and relevant. And, whilst not a research-led institution, LCIBS aspires to ultimate status of a significant research active, research-informed but 'teaching-focused' institution in which we enrich our students' educational experience by utilising research insight and high level staff expertise in programme development and in our teaching.

Close Relationship with Business Community and Wider Society: We already have solid foundations regarding the utilisation of the local business community as vehicle of learning. Recognising the potentially glove-tight relationship between learning and assessment processes, we will seek to further utilise interaction and 'partnership working' with local, regional, national and international businesses in the development of creative and innovative in-business-context learning processes and activities. We will also

seek to contribute to and utilise local as well as geographically wider dispersed business and social communities-based persons and entrepreneurs as invaluable input to the teaching-learning process.

‘Employability’ – Career and Workplace-Ready: We are passionate about ensuring that our students develop a knowledge and abilities base that effectively prepares them for the world of work and employment - including relevant subject knowledge, high levels of literacy and numeracy and transferrable skills that they are able to transport across a variety of occupations. Our undergraduate programme will prepare students who are seeking to work in medium or large companies – but also provide opportunity for those students wishing to pursue a career within a micro or small enterprise; or who wish to start up their own business.

In this manner, we are aspiring to respond to the crucial issue of ‘employability’ by appropriately preparing students from very different international and cultural contexts who can then make significant economic and social contribution, including in terms of a decrease in unemployment and poverty reduction.

Within this document we elaborate our LCIBS Learning, Teaching and Assessment Strategy, identifying a set of interlinking aims and associate objectives which arise from and exemplify the above articulated principles in the context of LCIBS’s current phase of development and our future aspirations.

The Learning, Teaching and Assessment Strategy is closely aligned to the LCIBS Strategic Plan and provides a framework and direction for both academic and professional services staff. This strategy document in its totality includes a pragmatic plan of action designed to facilitate the meeting of the strategic objectives together with summary of the means by which LCIBS will judge the level of success of the strategy.

Learning, Teaching and Assessment Strategy

This section forms the main body of the Learning, Teaching and Assessment Strategy, incrementally elaborating each of the five strategy aims, associate objectives and integral sub-objectives.

AIM ONE: [Development of relevant curricula]

To progressively enhance and enrich the LCIBS curricula in response to the changing environment and integral student needs

Objective 1:

To provide academically rigorous and practically-relevant programmes that actively engage students in the learning and development process

Integral sub objectives:

- To draw on state of the art business management 'content' (theoretical, conceptual and best practice knowledge) as solid foundations for programme design and development
- To give parallel attention to individual 'learning process' and different ways of learning
- To provide creative learning opportunities for students to develop their knowledge, skills and behaviours commensurate with the following of further study and a successful career and with coping with the wider demands of life
- To develop modules and programmes of study that Inspire students beyond passive recipients of instruction and knowledge to become inquisitive, proactive learners
- To progressively build research capability to underpin research-informed programme design and delivery
- To design and develop programmes which facilitate and support different modes of study
- To develop and adhere to rigorous quality processes which facilitate stage development of programmes through design, review and approval and which obtain and utilise student and employer feedback as integral part of those processes
- To ensure all programmes conform to the academic standards of the Open university and other external bodies such as QAA

Objective 2:

To develop and implement approaches to feedback and assessment that meet our programme requirements, align clearly to programme and programme module learning outcomes and maximise student learning and performance

Integral sub-objectives:

- To treat assessment as an integral part of the learning process, thereby facilitating judgement of performance as measured against learning outcomes, determine whether progress to next level is appropriate and provide useful guiding feedback
- To develop an appropriate mix of creative assessment modes which help students reach their full potential
- To ensure an effective balance of formative and summative assessments which enable students to progressively build up understanding, knowledge and abilities
- To ensure assessment helps the students benchmark their current level of knowledge and skills, identify areas for improvement and come to a judgement about overall progress made
- To ensure that the application of assessment in identifying what has been understood is effectively used to help inform evaluation of teaching methods and approaches
- To ensure reliability, fairness and equity in assessment; including that modules marking criteria are comprehensible to students and appropriately robust to ensure reasonable parity between the judgements of different assessors
- To utilise performance data to drive enhancement, enable targeted reviews and improve student retention

AIM TWO: [Provision of high quality programme delivery and student experience]

To consistently provide high quality programme delivery and student learning experience

Objective 1:

To support creative, complementary and flexible approaches to teaching and learning

Integral sub-objectives:

- To encourage and support staff exploration and experimentation with new methods of programme delivery and learning, including blended approaches, to progressively enhance the quality of the student learning experience
- To pursue appropriate opportunity to shift, where appropriate, more of our delivery from the lecturer- to a learner-centred approach, both in and out of the classroom and create flexible 'spaces' to allow the student to determine when and where to learn – including the use of practicing businesses as live learning vehicles
- To utilise, where appropriate, the live world of business practice as teaching, learning and assessment vehicle

Objective 2:

To ensure effective and timely developmental support and recognition for all staff involved in programme delivery

- To provide adequate 'space' for programme development work, teaching preparation and personal development (including the accommodation of research activity)
- To strive for efficiencies and enhanced effectiveness in non-teaching workload such as committee work and creative use of technologies in the teaching process
- To provide training and development support to staff, including provision of own subject-relevant training programmes and conference attendance
- To regularly review staff development and training needs and conduct appraisal of performance
- To specifically tailor support for young and new staff, including establishing a mentoring programme
- To retain and develop high quality staff and recognise commitment and capability with appropriate promotion and salary-based reward packages, commensurate with excellence in teaching, learning and assessment
- To constantly seek to identify 'good teaching practice' and support staff development by fostering creative ways of sharing good practice, including establishment of teaching observation processes
- To support professional development through provision of staff opportunity to pursue further higher education qualifications, including HEA Fellowship

Objective 3:

To draw upon perspective of all of our stakeholders as source of programme delivery enhancement

- To foster close lecturer-student relationship as 'learning partnership' and reap ongoing insight from that partnership as key source of understanding for enhancing development and delivery of our programmes and their constituent modules
- To reinforce the depth and quality of student-generated feedback through establishment of robust student membership within our committee structure and close relationship with the Students Union
- To effectively utilise External Examiner comments, feedback and recommendations across the full cycle of the assessment process to effect programme and module enhancements and their delivery – including as source of comparison as to teaching, learning and assessment approaches and standards on comparable programmes at other higher education institutions
- To utilise our developing relationships and working partnerships with the world of business practice as source for evaluation of relevance of our programmes and their delivery

AIM THREE: [Developing and enhancing convivial learning environment]

To develop and constantly enhance learning environments convivial to high quality student and staff experience and performance

Objective 1:

To enhance the productive working practices of staff and students by designing effective learning environments

Integral objectives:

- To progressively focus upon, and commit resources to, the development of convivial physical study- and work-environments to ensure practicality and comfort in the delivery of the teaching-learning processes for students and staff
- To progressively focus upon the enhancement and improvement of the technological infrastructure and associate support-staff expertise in this respect for the effective facilitating of uptake of new teaching, learning and assessment approaches
- To achieve appropriate learning environment balance between traditional study modes of library/book-based learning and study and technology-based teaching-learning – including maximum utilisation of relatively limited physical library space

Objective 2:

To progressively develop technology-based approaches to teaching and flexible learning

Integral sub-objectives:

- To identify and promote the use of technologies that facilitate and support creative teaching approaches and flexible learning, including enhancing staff abilities relating to our VLE and virtual classroom technologies; and student utilisation of mobile technologies
- To effectively utilise technology in cementing quality learning and development interactions between our staff and student communities, both within our London campus and with our overseas satellite hubs, including building student interconnectedness in the wider international arena of our business education provision
- To effectively use digital technologies and e-learning content, including the making of digital recordings of teaching events, to provide students with a consistent and formally articulated e-learning experience across the entirety of their studies

AIM FOUR: [Nurturing close relationships and ‘partnership working’]

To nurture sound development interactions, relationships and ‘partnership working’ within and outside LCIBS

Objective 1:

To become a natural choice working partner of local schools, colleges and wider business community

Integral sub-objectives:

- To establish close interface with local schools and colleges in terms of contribution to the local community and as source of student body
- To foster working relationships and interactions with the business community

- Recognise the potentially glove-tight relationship between learning and assessment processes and build ‘partnership working’ with local, regional, national and international businesses in the development of creative and innovative in-business-context learning processes and activities.
- To partner-in with local businesses in the provision to them of customised management training programmes and/or consultancy. And where appropriate dovetail our research into consultancy provision in the form of innovative action-research projects that provide triple outputs (for participating business; for staff researcher and for LCIBS in its totality)
- To utilise local as well as geographically wider dispersed businesspersons and entrepreneurs as invaluable input to the teaching-learning process – both as guest speakers and as seminar and workshops facilitators; and as developmental advisers

Objective 2:

To foster a culture and climate of collegiality, cooperation and collaboration

Integral sub-objectives:

- To continue to foster our already inclusive academic community by exploiting the benefits of ‘smallness of operation’ and close lecturer-student and support staff-student relationships
- To develop a culture within which each student feels he or she is part of a ‘learning partnership’ within an inclusive community of fellow learners and staff members - embracing lecture, mentoring, personal tutoring, group learning and social interaction situations
- To encourage student and staff interaction and mutually beneficial and value-adding dialogue – informally as well as more formally through student membership of the ‘staff-student’ committee and others such as the programme committee
- To facilitate and encourage student interface with, and contribution to, the local community, including both working and learning process involvement with practicing businesses
- To foster mutually beneficial cooperation and collaboration between students and community and between LCIBS staff and the local, national and international business communities

AIM FIVE: [Fostering high level student employability]

To produce high quality, well-rounded and resilient career-ready students

Objective 1:

To ensure student preparedness for the world of work, further study and wider life

Integral sub-objectives:

- To ensure, through ongoing ‘partnership working’ with the world of business practice (in the form of small and medium size businesses and large companies), the build-up of an LCIBS ‘Graduate Skills and Abilities Profile’ as dynamic frame of reference for guiding our development of student abilities and attributes which appropriately prepare them for the world of work or further study

- To progressively enhance the LCIBS curriculum and our programme delivery modes in a manner commensurate with our dynamic 'Graduate Skills and Abilities Profile' thereby preparing the students for uptake of employment within a small, medium or large size organisation or in the formation and running of their own small business (or firstly progressing through a course of advanced study)
- To utilise the world of business practice as a 'learning vehicle' or a 'learning and assessment vehicle' whereby students can physically ground their classroom-derived academic learning in business practice – and thus commence the honing of their skills, abilities and behaviours in practical business context prior to leaving LCIBS
- To continue to effectively build-in and enhance Personal Professional Development as core units of study within our programmes to orient the student toward employment preparation and career path planning during his or her programme

Teaching, Learning and Assessment Strategy Implementation Plan

This section articulates the planned activities to facilitate fulfilment of the strategy objectives. The plan focuses upon four areas of consolidation and development activities: Staff Development; the Learning Environment; the Student Experience and Employability. The activities are elaborated within allocated time periods – where specific dates of development activities are already known they are made explicit.

[A] Staff Development

Annual Provision

1. Annual Performance Review – For all staff

- Setting of mutually agreed development targets (within a Personal Development Plan)
- Review of performance against targets
- Ongoing reassessment of training and development needs and career progression path

Monthly, Bi-monthly and Ongoing Ad Hoc Developmental Provision:

Suite of Learning and Development Activities and Opportunities:

- Short Development Workshops
- Workshop Series – Teaching, Learning and Assessment
- Structured Training Programmes – including Mandatory and Essential-to-Role Training
- Process Awareness Workshops
- Research Seminar Series
- Research Training Workshops
- Online Training
- One to One Help
- Mentoring Scheme and Peer Observation
- Learning from Team Teaching
- Sharing Good Practice with colleagues
- Experimental Teaching Sessions
- Conference Attendance
- Interface with Wider Community
- Support for Higher Education Qualifications /Further Study

Induction and Monthly as Required

2. Mandatory and Essential-to-Role Training

- Each staff member holding 'Personal Training Record' to document completion of Mandatory and Essential-to-Role Training

- Updating of knowledge and skills to ensure compliance with regulations and the law (including Health and Safety)
- 'Introduction to LCIBS ' Processes and Procedures
- 'Learning and Teaching in Higher Education'
- Most Mandatory and Essential-to-Role Training to be available online – with some face to face supporting learning

3. *New academic Staff*

- Introduction to LCIBS
- Academic Induction and Academic Development
- Series of workshops on aspects of academic practice [delivered at least once in the academic year] (for example, 'effective teaching'; 'use of learning technologies'; 'creative assessment'; 'supervising projects and dissertations')
- Observation scheme
- Professional Development Programme – (PDP) covering the entirety of period of employment: Personal goals and objectives are set within a frame of agreed development activity which represents a minimum level of required performance

4. *Development Workshops: Teaching, Learning and Assessment*

- Monthly Training and Development Workshops [Wednesday's 2-4pm]
- Internal Provision
- External Specialists
 - Programme and module design and development
 - Teaching provision
 - Assessment
 - Effective use of ICT in facilitating teaching and learning excellence

5. *Process Awareness Workshops*

- Internal and external specialist provision of 'quality processes' training
- Ongoing awareness workshops re LCIBS processes

6. *Research Training Workshops*

- Research methodology training
- Writing skills for publication
- Developing action-research capability: interlinking consultancy and case study research
- Developing research-informed teaching

7. *LCIBS Research Seminar Series*

- Own staff presenting their research and other scholarly activity
- Invited guest speakers – on areas of pedagogy

8. *Mentoring Scheme and Peer Observation*

- Mentoring process for new lecturers
- Monthly peer observation of all lecturers - and feedback sessions
- 'Block system' mentoring support for all lecturers

9. *Team Teaching – Learning by Doing and from Feedback*

- At least once a month all lecturers will co-work in 'team teaching' delivered sessions, thus learning from co-presentation, observation, exposure to different teaching approaches and from the feedback of his or her colleague whilst also enhancing the student learning experience.

Bi-monthly

10. *Experimental Teaching Sessions*

- Lecturer presentation of newly emerging areas of subject knowledge
- 'Try out' of new teaching approaches and learning activities

11. *Conference Attendance – Ongoing throughout the year (identified dates included)*

- *Enterprise Education Conferences*: Staff presenting research; and build-up of understanding from wider dissemination of knowledge within the conferences
- *Subject Specialism Conferences*: Entrepreneurship, small business management, strategic management, economics, marketing
- *The Academies Show*: 2017: Curriculum development; student experience; student funding
- *Open University Validation Partnerships Conference – Higher Education Provision in a Changing Environment*: May 18th; 19th
- *QAA Conference Alternative Providers Enhancement Conference*: 2017
- *Understanding Modern Government Conference - Improving Student Experience and Engagement*: June 14th 2017
- *Office for Fair Access to Higher Education: Innovative Strategies to Attract and Retain Mature and Part-time Students*: June 28th 2017
- *Independent Higher Education (IHE) Conference*

12. Ongoing Staff Development Activities

LCIBS Interrelatedness with Wider Community

- Dean 'partnership working' with local business community
- Key staff Interface with local schools
- Bi-monthly meeting of LCIBS Executive Education Panel
- External Examiner: Postgraduate provision University of Bolton Business School
- Editorships with Emerald and Palgrave Publisher
- Reviewer for 'Journal of Knowledge Economy'
- Development roles with Open University
- Partnership working with Professional Bodies

Staff Support for Teaching and Subject-specific Qualifications:

- Support sessions for staff application for HEA Fellowships
- Financial and research training support for subject development and PhD study

[B] Learning Environment

- During first year of LCIBS operation - Design and build of an 'Online Staff Development Portal' – incorporating the entire suite of staff development provision embraced within this plan
- Ongoing enhancement by all lecturing and support staff of Moodle-provided learning units
- Quarterly Moodle User training and development sessions for all lecturers
- Ongoing piloting of and experimenting with new virtual classroom technologies and associate teaching and learning approaches – including between the LCIBS central Hub and outlying partner institution satellite hubs

[C] The Student Experience

Ongoing Review and Assessment: Student feedback, staff perspectives and External Examiner viewpoints and recommendations will be used on an ongoing basis throughout the academic year relating to all modules. Working Assessments will be conducted to provide LCIBS 'Discussion Papers' on the following for end of year review:

- Improving student experience and progression through excellent learning and teaching approaches
- Identifying what matters in delivering an excellent student experience
- Constantly transforming the student experience

The outcomes of the review will be utilised to enhance and improve provision of the LCIBS student experience

[D] Employability

- Quarterly Seminars reviewing incremental build-up of insight into employers 'employability profile' requirements of graduating students – identifying areas of teaching-learning-assessment processes where these attributes can be given attention and further nurtured
- *Dynamic Graduate Attributes Profile* - Ongoing interaction with local, regional, national and international small businesses and medium and large companies to build up insight as to the student skills, abilities and attitude profiles currently demanded by the world of practice - including via our Executive Education provision
- *Pool of Student Capability* - Ongoing development of an LCIBS network of our most able and motivated students from which to provide development support to small businesses: and thereby reinforce and enhance their knowledge and abilities base
- Ongoing interface with Alumni as source of understanding-building regarding the changing nature of attribute profiles within different industry sector contexts

The following sub-section presents the planned development activities in tabulated form and represents a "live-document action plan" subject to ongoing update as interface with all of our stakeholders progress.

Outline Frame of Key Planned Development Actions - Commencing May 2017 and Rolling Forward

Programme Delivery	Timing	Responsible for Action
<i>BSc Business Programme</i>	September 2017 Start	
Delivery and recruitment	Ongoing	Module teaching staff; administration and marketing staff
Adjustments and enhancements in response to implementation issues	Ongoing	Dean, Assistant Dean and module teaching staff
<i>Executive Education Provision</i>		
'Accelerated Business Growth Programme'	July Start - 6 months duration	Dean, Assistant Dean and Antonia Koumproglou
'Intrepreneurial Leadership Programme'	July Start - 12 months duration	Dean and Gareth Bullen
Programme Development		
<i>BSc Programme</i>		
Design, development, approval of Entrepreneurship, HRM, Sustainability, NGOs Pathways	Development: May - July 31 st 2017 Submission for approval: August	Dean, Assistant Dean and module teaching staff
<i>MSc Management Programme</i>		
Development of full programme for accreditation. Employ' of Programme Lead	July - October 31 st 2017	Dean, Head of Quality Assurance and module development staff
<i>Executive Education Provision</i>		
Design and development of 'Advanced Management Development Programme' And bespoke 3-5 day Executive Management Programmes	May - August 2017 Ongoing into 2018	Dean, Assistant Dean, Shaun Bowman, Gareth Bullen and Cris Beswick. Note: All executive Education Provision is informed by a bi-monthly Executive Education Panel
Research Activity		
Enterprise education project, publication and application of findings to learning-teaching processes	May 2017 start Present findings in conference paper November 2017 Apply to teaching - ongoing	Assistant Dean, Antonia Koumproglou, Shaun Bowman and Dean
Writing and Publishing of Book: 'Insight into Small Business Management'	May 2017 - December 2017	Assistant Dean, Antonia Koumproglou and Dean
Research Training Workshops	October 2017 start - monthly ongoing	
LCIBS Research Seminar Series	November 2017 start - monthly or bi-monthly (flexible to accommodate overall workloads)	LCIBS research - focused staff and external guest speakers (presenting own specialist focus)

Staff Development		
<i>Performance Reviews</i>	Start-point with PDP agreed targets and development framework - September 2017; First reviews July 2018	Dean with all teaching and support staff
<i>Staff Induction Programmes</i> - Induction, ongoing training workshops and implementation of Observation Scheme	On arrival at LCIBS - and ongoing monthly workshops	Dean, Assistant Dean and HR staff
<i>Development Workshops: T,L&A</i>	September 2017 start - Monthly: Wednesdays 2 - 4pm	Internal staff provision; and external specialists
<i>Process Awareness Workshops</i>	September 2017 start - at intervals as required	Internal and external specialist provision
<i>Mentoring Scheme and Peer Observation</i> Ongoing for new lecturers; periodic for existing staff	September 2017 start - Ongoing for new lecturers; peer observation of all lecturing staff on monthly basis	Dean, identified staff mentors; and all staff in peer observation process
<i>Team Teaching</i> Co-working of all lecturers in team delivery of module sessions	September 2017 start - all lecturers participate at least once a month	All teaching staff - and Dean periodically
<i>Experimental Teaching Sessions</i> Application and sharing of newly emerging subject knowledge; and 'try out' of teaching approaches	October 2017 start - bi-monthly (or when innovative ideas are tabled)	All teaching staff as participating audience with invited students – sessions originated by members of staff with new knowledge, ideas, approaches
<i>Conference Attendance</i>	Commences May 2017 ongoing - on identified dates	All research-focused staff. And all teaching and support staff at relevant conferences
<i>Technology User Enhancement Training</i> Moodle-user training and development sessions	Commences June 2017 - and available ongoing	Provided by IT Manager – for all staff as and when needed
Learning Environment		
Design and build 'Online Staff Development Portal' - incorporating full suite of staff development provision as in this plan	Commence August 2017 - for September 30 th 2017 launch; then ongoing incremental enhancement	IT Manager; Dean; Head of Quality Assurance;
Enhancement of Moodle-provided learning units	Commenced 2016 - Ongoing	Dean, Assistant Dean and all module teaching staff
Piloting of/experimenting with virtual classroom technologies and associate teaching & learning approaches	Commences June 2017 - Ongoing	All module teaching staff; Head of Operations; IT Manager and South Africa hub-based colleagues

Improving Student Experience through Review		
Ongoing reaping of feedback and perspectives - using face-to-face and documented feedback and suggestions	Commences with first student intake – September 2017	Interface between students and staff; staff-staff; and with External Examiner
Employability		
'Graduate Attributes Profile' Review Seminars	Quarterly - Commencing December 2017	Dean and all teaching staff
Build-up of Dynamic Graduate Attribute Profile - Ongoing interface with the world of business practice	Commenced May 2017 - ongoing	All teaching and support staff
Development of a 'Pool of Student Capability' - a Network of LCIBS most able students. And matching them to small business development needs (as source of student skills, abilities and knowledge-building; and developmental help for businesses)	Commences after LCIBS staff have built awareness of, and confidence in, our most capable students - say, after 3 to 4 modules of study; and ongoing	All teaching staff

Note:

- This 'action plan' is a live document - at this stage presenting key areas of implementation activity and under ongoing update as interface with staff and other stakeholders progresses
- Budgets are allocated for all delivery, development and support activity with the LCIBS 'action plan'
- Additional required physical, financial and human resource needs which effective implementation of our strategic objectives requires is under progressive assessment. Thus, resources and manpower commensurate with the development needs of the 'action plan' are being progressively identified and put in place.

The Means by which LCIBS will Judge Levels of Success of the Learning, Teaching and Assessment Strategy

Introduction

Implementation of the Learning, Teaching and Assessment Strategy will be subject to ongoing monitoring utilising feedback from and perspectives of our students, staff, our external examiner, the local business community and members of our Advisory Panel and our Executive Education Panel. This insight will be derived through our committee and reporting processes and face to face formal and informal interfaces.

We will augment this insight with monthly and annual review and analysis of student performance, achievement and progression data.

Indicative measures are summarised below.

Understanding of the 'Student Experience' will embrace

- Academic experience
- Social, career-related services
- Career outcomes

[A] Academic Development

Measures utilised will provide insight into the extent to which the students feel they have grown intellectually and can achieve academic goals.

We will focus on 2 broad sub-categories: teaching and learning and learning facilities. The first of these sub-categories are further classified into 3 different groups: teacher/lecturer characteristics; teaching learning methods; and feedback and assessment.

1. Teaching and Learning

Teacher/lecturer characteristics

- Teaching skills
- Accessibility and helpfulness
- Interaction/support
- Enthusiasm for the subject
- Teaching qualifications
- Academic qualifications
- Practical experience
- Research record

Teaching/Learning Methods

- Class sizes
- Lecture content/frequency
- Interactive teaching in seminars and tutorials
- Personal tutorials – effectiveness and time allocated
- Structural teaching methods; well-structured courses
- Independent learning or responsibility for own learning
- Internet discussion forums
- Level of challenge

Feedback and Assessment

From staff

- Frequency
- Timing
- Content
- Method
- Clarity and helpfulness
- Clear explanations set in advance

To staff

- Frequency
- Content acted upon

Learning Facilities

- E-library access
- Library facilities Learning spaces
- Library support
- Work/practice facilities
- Course organisation/management (for example, timetable organisation)
- Communication

[B] Social Capital

We will also seek to build understanding of the extent to which LCIBS fosters different elements of social capital such as nurturing student collaboration, socialising and networking (with build-up of associate skills such as team working, leadership, creativity and problem-solving) through our curricula and extra curricula activity facilitation or encouraging. Here we will assess *direct development opportunities* relating to such as the availability of student societies, clubs and access to sports facilities) and *indirect development opportunities* such as the opportunity to make friends, engage with new cultures and engage in the broader LCIBS community. Measures thus include:

Formal Development

- Student societies
- Extra curricula activities
- Sports clubs or facilities
- Students union
- Student services

Informal Development

- New friends
- Campus atmosphere and social life
- Multicultural campus
- Campus atmosphere

[C] Career Progression

Finally, we will focus on measuring the effectiveness of our approaches to fostering 'employability' and career-readiness within our students – building insight in the main from student feedback, feedback from the world of business practice and review and analysis of student achievement and progression within our programme's Professional Personal Development (PDP) modules (but also from tracking into the future the career and further study destinations and progress of our students).

Indicative measures which we will assess include:

Career Support Services and Provision

- Help with work placements or business-based project work
- Career search
- CV building
- Interview preparation

Skills Development

- Student practical skills
- Communication
- Teamwork
- Critical/analytical
- Creative
- Entrepreneurial
- Self-management
- Cultural awareness
- Business awareness

Reputation

- Alumni employment outcomes
- In the future – LCIBS League table position

Plus Employer Satisfaction with Young Recruit's Skills

- For example – if we pool out some of our better students