



LONDON  
COLLEGE OF  
INTERNATIONAL  
BUSINESS  
STUDIES



# Teaching, Learning and Assessment Working Strategy

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## Introduction and Context

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

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

At LCIBS we 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, underpinned by engaging technology-enhanced learning techniques. We seek to enhance the student experience from all dimensions of our provision – including, the subjects under study and the associated knowledge-bases, the balance and diversity of modes of learning, our facilities, our support infrastructure and our high-quality teaching and professional colleague compliment. Furthermore, we embed employability skills from day one of study in a range of ways to suit individual learner's needs and support their career ambitions fully.

**Rigorous and Relevant Business Education Provision:** We will constantly provide, and continue to evolve and develop, a balance of core programmes which are academically rigorous and practically relevant and which both inspire and challenge our students across all global campuses. 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 careers or have the requisite skills and guidance from LCIBS to enable them to start and scale their own small businesses with confidence.

**Colleagues as our Most Valuable and Valued Assets:** We perceive and treat our colleagues 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 colleague capability and minimise colleague turnover to offer consistency, with 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 lecture 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 a vehicle of learning. Recognising the potentially '*glove-tight*' relationship between learning and assessment processes, we will seek to further explore industry engagement with local, regional, national and international businesses in the continued 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 programmes 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 businesses.

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 colleagues. 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 strategic aims, associate objectives and integral sub-objectives.

### LEARNING & TEACHING AIM 1:

Development of relevant curricula in response to the evolving external business environment and student needs.

#### **Objective 1:**

To provide academically rigorous and practically-relevant programmes that actively engage students in the learning and development process across multiple global locations.

#### ***Integral sub-objectives:***

- To draw on state of the art business management 'content' (theoretical, conceptual and best practice knowledge) as solid foundations for ongoing programme design and development
- To give parallel attention to individual 'learning process' and exploration of different ways of learning
- To provide creative, immersive 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 being passive recipients of instruction and knowledge to become inquisitive, proactive and confident learners
- To design and develop programmes which facilitate and support different modes of study
- To develop and adhere to rigorous quality processes and policies which facilitate stage development of programmes through design, review and approval and which obtain and utilise student and employer feedback as an integral part of those processes
- To ensure all programmes conform to the academic standards of validating partners, partnerships and other global external bodies (NAB, for example), such as QAA, the OfS, and in line with TEF

### LEARNING & TEACHING AIM 2:

Delivery of consistently high-quality programmes in line with evolving market demands.

#### **Objective 1:**

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

### ***Integral sub-objectives:***

- To encourage and support colleague exploration and experimentation with new methods of programme delivery and learning, including blended approaches, to progressively enhance the quality of the student learning experience, at scale
- 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, including the incorporation of guest speakers from a range of subject-relevant backgrounds in industry

### **Objective 2:**

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

### ***Integral sub-objectives:***

- 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 well as country-specific advisors as source for evaluation of relevance of our programmes and their delivery

## **ASSESSMENT AIM 3:**

Development and implementation of robust assessment and feedback strategies.

### **Objective 1:**

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, determining whether progress to next level is appropriate and providing useful guiding feedback to inform ongoing personalised student support requirements
- To develop an appropriate range of creative assessment modes which help students of all abilities and learning styles to reach their optimum potential
- To ensure effective ongoing modes of assessment which enable students to progressively build up understanding, knowledge and skills which can be applied in practice upon completion of study
- To ensure ongoing assessment helps the students to benchmark their current level of knowledge and skills, identify areas for improvement and come formulate a development plan for 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 equality 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 and progression

## LEARNING AND TEACHING AIM 4:

Developing and enhancing learning environment conducive to high quality student experience and performance.

### **Objective 1:**

To enhance the productive working practices of colleagues and students by designing effective, supportive learning environments

#### ***Integral sub-objectives:***

- To progressively focus upon, and commit resources to, the development of conducive physical study- and work-environments to ensure practicality and comfort in the delivery of the teaching learning processes for students and colleagues.
- To progressively focus upon the enhancement and improvement of the technological infrastructure and associate support-colleague compliment 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 – such as embedding e-books into teaching and learning to support the global student body, and other identifiable e-learning technologies which contribute positively to students' experience on and off campus

## **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 colleague abilities relating to our VLE (MyClass) and virtual classroom technologies; and global student community utilisation of mobile technologies
- Utilising partnership e-learning content (i.e. MOOCS) supplementary to existing course content delivery
- To effectively use digital technologies and e-learning content, including the recording of lectures to provide students with a consistent and formally articulated learning experience across the entirety of their studies

## **Objective 3:**

Deliver market-leading support across all global campuses to our student body across all areas of 'student life'

### ***Integral sub-objectives:***

- To continuously review, assess and monitor impact of the LCIBS 360 support provision to maximise effectiveness and positive impact on our global student body
- To effectively collaborate across multiple sites in order to identify and address any areas of concern with regards to a student's wellbeing and ability to achieve their study potential
- To provide ongoing support with study skills and English language both face-to-face and online (VLE supporting resources/eBooks/additional short courses)

## **LEARNING & TEACHING AIM 5:**

Provision of outstanding, personalised employability support to our global student body.

## **Objective 1:**

To embed tailored employability skills from day one of study

### ***Integral sub-objectives:***

- To identify an individual student's ultimate career aims upon graduation and tailor PDP and employability support accordingly from day one of study at LCIBS
- To appeal to a range of learning styles by offering a broad employability support package which includes a) face to face taught b) VLE (MyClass) 15 stage employability resources (video content/reading/additional short courses/quizzes/drop-in clinics)

- 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
- To draw on the in-house expertise of LCIBS colleague to deliver guest talks on, for example, careers in sales/marketing/entrepreneurship/PR/HRM

### **Objective 2:**

To offer students the opportunity to practically apply soft skills throughout their studies

#### ***Integral sub-objectives:***

- To make ‘Drop-In’ clinics available for students to be able to practice skills such as, (but not limited to) interview scenarios/role plays, CV building, communication techniques, social media professional brand building
- 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 colleagues - embracing lecture, mentoring, personal tutoring, group learning and social interaction situations

## **COLLEAGUE DEVELOPMENT AIM 6:**

Fostering positive, supportive colleagues who feel empowered to support the long-term strategic aims of LCIBS and progress their own careers.

### **Objective 1:**

To ensure effective and timely and ongoing developmental support and recognition for all global colleagues

#### ***Integral sub-objectives:***

- To provide adequate ‘space’ for programme development work, teaching preparation and personal development (including the accommodation of research activities)
- Promotion of non-teaching engagements for teaching colleagues such as governance structure activities and creative use of technology in the teaching process
- To provide ongoing training and development support to colleagues, including provision of own subject-relevant training programmes and conference attendance
- To regularly review colleague development and training needs and conduct appraisal of performance
- Ongoing benchmarking of all colleagues’ remuneration and recognition, commensurate with excellence in teaching, learning and assessment within a Higher Education Provider setting
- To constantly seek to identify ‘*good teaching practice*’ and support colleague development by sharing best practice



- To support professional development through provision of colleagues' opportunities to pursue professional qualifications (ie. HEA), or opportunities to trial new courses (*online, for example*)

**Note:** *All aims, objectives and sub-objectives may be subject to change in line with overarching LCIBS strategic plan amendments, and in response to external factors such as regulatory bodies and validating partner agreements.*