

**The London Institute  
of Banking & Finance**

**The London Institute of Banking & Finance  
Higher Education**

Learning, Teaching and Assessment Strategy  
**2016 - 2020**

## Introduction and Context

1. The scope of The London Institute of Banking & Finance (LIBF) Learning, Teaching and Assessment strategy has developed over a number of years through the 2007-10 Learning and Teaching strategy to the Learning, Teaching and Assessment strategy of 2012. Since the initial strategy was approved, the organisation has achieved taught degree awarding powers, developed, validated and launched its own degree programmes, and the partnerships with the universities of Manchester, Kent and Surrey have been, or are being, phased out. In addition, it now has a number of programmes at undergraduate and postgraduate level, the undergraduate programs are also running in full-time mode As a provider of distance learning programmes to an international student base, The London Institute of Banking & Finance also needs to ensure its programmes, learning support and assessment approaches are suitable for international delivery. This revised Learning, Teaching and Assessment Strategy reflects the progress made as a higher education provider since gaining taught degree awarding powers and sets out how The London Institute of Banking & Finance ensures a consistent learning experience for each member of the student base.
2. The London Institute of Banking & Finance is a not-for-profit, registered charity, incorporated by Royal Charter and has a focus on financial education. Its aims include ensuring a flow of well-educated talented individuals into the workplace and to enhance the financial understanding of future generations. Its Higher Education (HE) qualifications are directly informed in terms of content and learning experience by the needs of those it exists to educate, blending the academic and the practical to provide students with essential practitioner skills and the conceptual and analytical abilities of academic study.

## Aims

3. The aim of the Learning, Teaching and Assessment Strategy for Higher Education is to define The London Institute of Banking & Finance's strategic approach to innovation and enhancement, focussing on development of the quality of students' learning experiences and outcomes. The Learning, Teaching and Assessment Strategy encourages all students to be independent, creative learners who achieve their full potential.
4. The London Institute of Banking & Finance aims to provide high-quality student learning experiences combining academic rigour, personal and professional development, and employability skills. Students will have access to the most up-to-date knowledge to enhance and develop their skills for independent academic study and for subsequent practice.
5. The organisation aims to support a flexible learning experience to allow students to progress as their personal and work circumstances change.

## Principles

6. The principles underpinning the Learning, Teaching and Assessment strategy are:

- i. Consistency of Approach*

The London Institute of Banking & Finance will ensure a pedagogically consistent approach in the way it delivers its modules, in the way it assesses modules, and in the way it prepares learning materials for modules. Enhanced communication with and between authors, examiners and lecturers will be key to this process, and external examiners will be encouraged to be fully involved in assessment processes. Where programmes are delivered through international partners, specific academic links will be established to ensure a strong understanding of The London Institute of Banking & Finance's approach to learning, teaching and assessment and the consequent provision of a consistent student experience regardless of study location.

ii. *Equality and Diversity*

The London Institute of Banking & Finance is committed to creating a culture in which diversity, multicultural values and equality of opportunity are promoted and in which inequality or discrimination is not tolerated. It also acknowledges the individual and specific requirements of students in terms of support for learning and attempts to ensure that those needs are met to ensure equality of student learning opportunity. The Learning, Teaching and Assessment Strategy promotes mutual respect between the staff and students, together with the recognition that the diverse backgrounds and perspectives of staff and students are an asset to the entire learning community.

For further information refer to the [Student Charter](#) and [Equality and Diversity Policy](#).

iii. *Sustainability and Ethics*

Over the course of the Learning, Teaching and Assessment Strategy, sustainability and ethics considerations will inform module and programme reviews, ensuring that relevant modules and programmes feature content on these issues (where relevant), shaped, in turn, by research from economic and social perspectives.

iv. *Reflecting Student Needs and Expectations*

The London Institute of Banking & Finance is responsive to students' needs and expectations. Student feedback on face-to-face, online and distance provision will be used to inform and shape academic community development, development of enhanced procedures in order to enhance learning experiences and outcomes for students. Moreover, additional opportunities will be provided to identify student needs and expectations, including focus groups and questionnaires. These will be evaluated, monitored and acted upon by the Student Experience Group.

v. *Encouraging Students to Engage with Learning Opportunities and the Student Experience*

Students will be encouraged to engage with learning opportunities and the student experience. Extra-curricular learning opportunities available to students include participating in focus groups, becoming a student mentor, ambassador or a student representative. Students will be advised of extra-curricular learning opportunities as they arise. Students will also be given opportunities to learn collaboratively in physical and virtual learning environments.

## **Strategic Objectives**

7. The London Institute of Banking & Finance recognises that to enhance learning, teaching and assessment it should build on students' prior achievements and accommodate their diversity of learning styles. By integrating modes of assessment with learning materials and variety of delivery The London Institute of Banking & Finance will ensure students are supported and assessed appropriately, thereby enabling progression from admission through to graduation, with enhanced employability skills. The strategic objectives are as follows:

The London Institute of Banking & Finance will:

- i. Continue to extend and diversify learning opportunities, enabling students to access learning, teaching and assessment in a wide variety of delivery modes. This will include a focus on specific student support requirements (as defined by student profile or learning mode), active engagement with related HE sector initiatives / consultations and close monitoring of performance trends by student groupings.
- ii. Consider a range of assessment approaches for both full-time and part-time students, including -
  - formative presentations (peer and lecturer assessed);
  - reflective blogs;

- e-portfolios;
  - online discussions;
  - online assessments.
- iii. Provide information relating to assessments, through regulations, course handbooks and assignment briefs, in a clear, accurate and timely manner. It will incorporate information on grading criteria and expectations associated with specific assignments.
  - iv. Feedback to students in a timely and useful manner, thereby being constructive and helpful in supporting students' learning. Feedback will focus on showing rather than telling, demonstrating to students what they might do to enhance their work, rather than pointing out deficiencies with no further guidance.
  - v. Support students by a range of means, including the provision of information, advice and guidance in order to make decisions on their study options [module choice and location/mode of study]. The London Institute of Banking & Finance will continue to liaise directly and proactively with students, thereby integrating support within the learning and teaching experience.
  - vi. Promote peer support among students, in particular the use of Student Mentors as a valued component of the support offered to students.
  - vii. Continue to develop digitally-enhanced learning which can be used to support the learning of any student, regardless of the mode of delivery for which they have registered. The London Institute of Banking & Finance will also promote the use of Virtual Learning Environments (VLEs) as repositories and bulletin boards, storing learning materials and notifying students of milestone dates for all programmes.
  - viii. Continue to enhance opportunities for students to acquire the key skills employers seek, including analytical abilities, communications skills and teamwork, through work-based learning. Work-based learning modules will continue to be designed to ensure line manager/employer input at key stages throughout the reflective learning and assessment process.
  - ix. Provide opportunities for students to develop their employability skills through the ongoing presence and guidance of experienced practitioners within the academic community. Opportunities to develop employability skills will also be provided through guest speakers from industry, and by visits to financial services institutions, coordinated by Careers and Employability services.
  - x. Continue to develop its academic community through individual staff development, peer observation and appraisal, and through its workshops and conferences. The appraisal system will continue to be supportive and developmental, disseminating best practice, implementing individual academic development, and underpinned by the policy on Teaching Observation and Peer Review.
  - xi. Encourage students to be reflective learners, willing to question engrained assumptions. It will provide a supportive environment to cater for students' individual learning requirements.

## Academic Quality and Standards

8. The Learning, Teaching and Assessment Strategy has been developed with reference to the academic infrastructure of The London Institute of Banking & Finance. In particular, the [Code of Practice for Quality Assurance](#) sets out the systems and procedures with which the strategy aligns. Chapters 4,5, 7, and 12 of the Code are of particular relevance to the content of the strategy. In addition, the strategy should be read in conjunction with the [Quality Assurance strategy, Enhancement strategy and the Collaborative Provision strategy](#). The Learning, Teaching and Assessment Strategy is also informed by the [Quality Assurance Agency's \(QAA's\) UK Quality Code](#), and the Higher Education Academy's (HEA's) '[Professional Standards Framework](#)'. It is additionally shaped by a shifting higher education and economic landscape with a focus on employability.
9. The strategy therefore recognises that students are not a static entity; their expectations will change in the context of the likely further changes in the higher education landscape and their aspirations will change in the context of broader economic developments. Their use of technology to support learning will also change, as technology continues to evolve at a rapid pace. Therefore, learning, teaching and assessment approaches at The London Institute of Banking & Finance will need to be responsive to these changed conditions in which

students learn, and reflect a readiness of The London Institute of Banking & Finance to adapt flexibly and innovatively.

### **Research Activity**

10. Research will be focused primarily on enhancing learners' experiences and outcomes. Academic community members will be encouraged to undertake pedagogic and programme development research, in line with The London Institute of Banking & Finance Research Strategy. Academic community members who wish to write research articles with a view to presenting conference papers or seeking publication will be encouraged to do so, and supported.
11. The London Institute of Banking & Finance is committed to providing pedagogic research-led teaching and support that introduces students to the latest developments in their field of study and which develops their powers of critical insight and intellectual synthesis. Lecturers and support staff will prepare students for independent research by encouraging wider reading in taught modules, and by inducting students in independent research practices.

### **Academic Community Development**

12. The London Institute of Banking & Finance is fully committed to academic community development, and to supporting teaching excellence and innovation. The development of all members of the academic community will be a key feature of continuous enhancement.
13. Academic community development will also be offered through the observation and appraisal system, which provides support to academic community members, identifying and disseminating best practice. This approaches appraisal as a staff development activity rather than purely a formalised assessment process. Furthermore, academic community members will continue to be encouraged to undertake CPD by, for example, attaining recognition from the Higher Education Academy. In addition, the annual higher education conference will provide a focal point for ongoing enhancement in respect of academic community development.

Reference: [Code of Practice Chapter 12, Staff Development](#)

14. Digitally-enhanced learning will be maintained and developed through user feedback, and through the input of the Learning Resources team, specifically the learning technologists. An institution-wide social networking policy complements VLE development, recognising that students use technologies outside The London Institute of Banking & Finance VLE to support and enhance their learning.

Reference: [Code of Practice Chapter 4, Learning and Teaching](#)

### **Review of the Strategy**

15. Regular reports to the Learning and Teaching Committee will enable the ongoing implementation and review of the strategy. Annual milestones will be set (current milestones are detailed in Annex A) and will be monitored through the Faculty Group and Learning and Teaching Committee. Regular discussions with the academic community, through the Faculty Group will enable the ongoing assessment of the strategy's effectiveness in practice. Regular liaison with those responsible for learning resources, libraries, work-based learning, assessment and curriculum. Careers and employability and student experience will enable the delivery of specific initiatives.

## Risks

16. The following risks have been identified.

- i. Full commitment to implement the strategy will continue to be required from the academic community and support teams. Development events and the annual HE conference will provide opportunities to embed the strategy, thereby encouraging a sense of collective ownership of its objectives.
- ii. The ever changing higher education landscape could impact on the strategy. However, setting milestones annually, rather than several years in advance, will allow The London Institute of Banking & Finance to respond to changes in the sector, while at the same time adhering to the values and aspirations expressed in the strategy.
- iii. Failure to innovate in methods of learning, teaching and assessment to cater for different types of student cohort. Ongoing development work with the academic community, including the annual conference, will promote awareness of emergent and established approaches to learning, teaching and assessment and the student experience, being mindful of the diversity of students, and their diverse learning needs.
- iv. Failure of the student mentor scheme. Success will depend upon effective support and facilitation from Learning and Teaching, and the engagement of the mentors and mentees themselves. Regular opportunities for engagement will be made available both face-to-face, with regular get-togethers, and online, via social networking.
- v. Failure to develop and enhance the academic community. Developing the community appropriately will require an ongoing dialogue with Learning and Teaching, embedding theory-informed analyses of learning and teaching within day-to-day practice. Teaching observations and appraisals will enable discussions of learning and teaching, underpinned by theory.

## Responsibility for implementation and monitoring

17. The Academic Board has ultimate responsibility for higher education strategies, including the Learning, Teaching and Assessment Strategy. It delegates some responsibility for learning, teaching and assessment to its sub-committee, the Learning and Teaching Committee.

## Milestones to accompany the Learning, Teaching and Assessment Strategy [updated July 2019]

	Owner	Timescale	Progress
<p>Introduce a variety of teaching and assessment methods across all modules and programmes, including the consideration of digital platforms.</p> <p>Provide a programme level review of opportunities to ensure all students have fair access and balanced experience.</p> <p>(LTA strategic objective: i, ii,vii, xi)</p>	Head of Faculty	July 2019	Ongoing
<p>Continue to foster long-term employer relationships and thus commitment to internship provision, and help grow the register of internships for full-time students, liaising with academics/student engagement manager as appropriate, to support employability strategy.</p> <p>(LTA strategic objective viii)</p>	Head of Careers and Employability		Closed Completed (now incorporated within the Careers and Employability Strategy milestones)
<p>Students have access to a number of peer support services:</p> <ul style="list-style-type: none"> <li>• Future Self e-Mentoring Scheme</li> <li>• The Student Society Programme</li> <li>• Class and Student Representative Outreach Ambassador Scheme</li> </ul> <p>(LTA strategic objective vi)</p>	Student Engagement Manager		Completed
<p>Provide on-going development and training to all staff involved in teaching and assessment.</p> <p>Ensure opportunities for sharing good practices with the wider community and ensure colleagues appreciate the 'bigger picture' perspective, giving consideration to their module(s).</p> <p>(LTA strategic objective x)</p>	Head of Faculty		Completed
<p>Ensure that all feedback received from students and lecturers regarding programme content and assessments are responded to, allowing stakeholders to appreciate that their input is taken seriously.</p> <p>Ensure teaching and assessment deadlines are coordinated to provide students with a realistic academic schedule.</p>	Associate Dean, Degree Programmes	July 2019	Ongoing

	Owner	Timescale	Progress
(LTA strategic objective iv)			
<b>NEW</b> Collate data to identify areas for student enhancement, for example NSS, student progression and feedback through annual monitoring.	Associate Dean, Degree Programmes	July 2019	Ongoing