

## LIBF Code of Practice for Quality Assurance (Higher Education)

### Chapter 4: Learning and Teaching

#### 4.1 Introduction

- 4.1.1. This chapter highlights the key principles of The London Institute of Banking & Finance's (LIBF) approach to learning and teaching on higher education (HE) programmes. The principles recognise the requirement to provide a learning experience that delivers appropriate:
- i. Student induction;
  - ii. Learning materials, resources, and support to enable students to meet the intended learning outcomes of their programme of study;
  - iii. Recognition of the equality and diversity of the student body; and
  - iv. Comparable learning opportunities regardless of mode or location of study.
- 4.1.2. The principles have been aligned to the Quality Assurance Agency (QAA) UK Quality code for Higher Education, Chapter B3: Learning and teaching and apply to all HE programmes, modes of study, and collaborative partnerships.
- 4.1.3. The chapter sets out the minimum standards expected for all HE programmes within each of the core aspects of learning and teaching delivery, and is supported by the Learning, Teaching and Assessment Strategy and the Student Charter. The strategy contains further detail on the teaching and learning aims and objectives, and the student charter aims to clarify the tools that exist for ensuring that all students are well supported in their learning.
- 4.1.4. LIBF's Code of Practice Chapter 14: Collaborative Provision contains the arrangements required for the quality assurance processes for collaborative partners whilst assessment principles are detailed within Chapter 7: Assessment.

#### 4.2 Student Induction

- 4.2.1. Students receive either a face-to-face or on-line induction session at the start of their programme, depending on their mode of study.
- 4.2.2. The information available includes preparing for study, learning techniques, referencing guidelines, and assessment preparation.

#### 4.3 Learning Materials and Resources

- 4.3.1. LIBF staff design and develop learning materials for each module, including a variety of multi-media to provide engaging learning experiences. The materials are intended to cover the broad knowledge content of the syllabus and provide sufficient opportunity for students to test their understanding and prepare them for the assessment methods used on our programmes. Modules at higher levels of study will increasingly require students to evidence awareness and understanding of wider reading.

- 4.3.2. All registered students receive access to our virtual learning environment (VLE), '[myLIBF](#)', which contains, for example, access to learning materials and activities, discussion forums, specimen assessments, generic feedback, and the programme handbook.
- 4.3.3. Each registered student is given access to our online library and information service, *KnowledgeBank*, available to students through the web portal, 'myLIBF'. *KnowledgeBank* includes full-text e-journals, e-books, management and soft-skills resources, and multi-media learning resources, as well as support for undertaking research activity.
- 4.3.4. Additionally, on campus, students have access to the Henry Grunfeld Library which provides a flexible learning space, digital resources, and face-to-face access to librarians.

#### **4.4 Student Support and Guidance**

- 4.4.1. Optimum student support is central to the learning and teaching provision at all levels of study, and our students are supported by a variety of mechanisms depending on their mode of study.
- 4.4.2. Lecturers provide students with support on the content and understanding of the subject matter on their modules.
- 4.4.3. Personal Tutors provide students with academic support, including advice on study skills and on optional modules.
- 4.4.4. Pastoral support, including advice on the interpretation and application of the university regulations, is provided by the wider HE Programmes Team. The HE Programmes Team is responsible for the day-to-day running of the programme and is students' initial point of contact for non-academic matters throughout the course. The team is equipped to ensure that student queries are dealt with promptly, or routed to the appropriate department, depending on the nature of the enquiry.
- 4.4.5. The librarians provide students with help on learning resources and academic writing skills, including structuring essays and referencing.
- 4.4.6. Careers and Employability provide students with a range of services, namely CV, cover letter writing, help finding internship or graduate positions, career management, and support for working professionals.
- 4.4.7. Further information on the support available to students can be found in our Code of Practice Chapter 6: Student Support and Guidance.

#### **4.5 Equality and Diversity**

- 4.5.1. LIBF recognises the requirement for and is committed to providing an equitable learning and teaching experience for all students. We also recognise the educational benefits of having a diverse community of staff and students, and therefore work towards building and maintaining an environment which values such diversity.
- 4.5.2. Our organisation-wide Equality and Diversity policy is available on our public website and is supported by our Student Charter and our Code of Practice Chapter 15: Public Information.
- 4.5.3. Information on how we support special needs for learning can be found in our Code of Practice Chapter 7: Assessment.

- 4.5.4. Both the design and implementation of learning and teaching strategies, as well as the learning environment, recognise the entitlement of all students to participate in activities provided as part of their programme of study.
- 4.5.5. Lecturing staff are required to ensure that learning and teaching practices are inclusive and use a range of methods whilst seeking to work in partnership with students to understand the implications of their individual situation and adapt their approaches.
- 4.5.6. Where programmes of study include work placement and / or work-based learning, consideration is given to the requirements needed to enable students to participate.

#### **4.6 Annual Monitoring Reports**

- 4.6.1. An annual monitoring report detailing the performance and progression of students and feedback from students and external examiners is produced for each higher education programme. The Learning and Teaching Committee (LTC) considers the annual monitoring report for each programme and monitors the appropriate action plans to enhance the learning and teaching experience. The LTC also provides a forum for benchmarking learning support against good practice as highlighted within its terms of reference.

#### **4.7 Collaborative Partnerships**

- 4.7.1 Students studying at a collaborative partner of LIBF have access to the equivalent quality and standard as LIBF registered students.

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