

## The London Institute of Banking & Finance Code of Practice for Quality Assurance (Higher Education)

### Chapter 4: Learning and Teaching

#### 4.1 Introduction

**4.1.1** This code of practice articulates the key principles relating to the approach of The London Institute of Banking & Finance to learning and teaching on higher education (HE) programmes. The principles recognise the requirement to provide a learning experience that delivers appropriate:

- Student induction
- Learning materials, resources and support to enable the student to meet the intended learning outcomes of their programme of study
- Recognition of the equality and diversity of the student body
- Comparable learning opportunities regardless of mode or location of study

**4.1.2** It sets out the minimum standards adopted for all HE programmes within each of the core aspects of learning and teaching delivery. Greater detail on the teaching and learning aims, and objectives are contained in the Learning, Teaching and Assessment Strategy. This Chapter also refers to the Student Charter, a partnership document between The London Institute of Banking & Finance and its students. The charter supports the Code of Practice by aiming to clarify the mechanisms that exist for ensuring that all students are well supported in their learning.

**4.1.3** The London Institute of Banking & Finance has several modes of study for higher education programmes: full-time on campus learning, distance learning, flexible learning (distance learning supported by face-to-face workshops) or through an approved dispersed campus. The principles in this chapter apply to all programmes offered by The London Institute of Banking & Finance and have been aligned to the Quality Assurance Agency (QAA) UK Quality code for Higher Education, Chapter B3: Learning and teaching.

**4.1.4** The principles in this chapter apply to all modes of study. Each student receives comparable learning materials and access to learning resources. The mode of assessment varies, depending primarily on the level of the module and the credits awarded for each module. Optimum student support is central to the learning and teaching provision at all levels. The London Institute of Banking & Finance's Code of Practice for Quality Assurance Chapter 14: Collaborative Provision contains the arrangements required for the quality assurance processes for dispersed campuses whilst assessment principles are detailed within Chapter 7: Assessment.

#### 4.2 Student Induction

##### Undergraduate Level of Study

**4.2.1** Students entering a full-time The London Institute of Banking & Finance higher education programme receive a face-to-face induction to their chosen programme and the lecturing team in order to prepare them for study.

**4.2.2** Students studying by distance or flexible learning are provided with online induction materials which provide an introduction to the course and guidance on study skills which help their motivation, and provide an orientation to the sources of learning support. The information available includes: preparing for study, learning techniques, referencing guidelines and assessment preparation.

**4.2.3** Students studying via distance or flexible learning modes are allocated to a Lecturer for their selected module. The Lecturer is responsible for making individual contact, usually by email or telephone with each student within the first two weeks of registration and to ensure that the required level of support is available throughout the students' course of study.

#### **Postgraduate Level of Study**

**4.2.4** Postgraduate students have the opportunity to attend either a face-to-face or on-line induction session at the start of their programme depending on their mode of study.

#### **Dispersed Campus Delivery**

**4.2.5** Students studying through a dispersed campus receive a student induction at the start of their session of study delivered by the dispersed campus.

### **4.3 Learning Materials and Resources**

**4.3.1** The London Institute of Banking & Finance designs and develops learning materials for each module. The materials are intended to cover the broad knowledge content of the syllabus and provide sufficient opportunity for students to test their understanding. This may include short review questions and other learning activities and case studies. They are also designed to prepare students for the assessment methods used on their programmes. Modules at higher levels of study will increasingly require students to evidence awareness and understanding of wider reading, appropriate to their module of study.

**4.3.2** Reading references and links are incorporated into the learning materials, and availability sourced through The London Institute of Banking & Finance *KnowledgeBank* (see below).

**4.3.3** All students studying for The London Institute of Banking & Finance higher education programmes receive access to The London Institute of Banking & Finance virtual learning environment, '[myLIBF](#)', which contains, for example, the student handbook, discussion forums, shared file areas, examiner reports, online learning activities and specimen assessments.

**4.3.4** Each student registered for a The London Institute of Banking & Finance HE programme is given access to the online library and information service, The London Institute of Banking & Finance *KnowledgeBank*. This is available to students through the web portal, 'myLIBF', and provides access to recommended readings through online texts, journal articles and websites.

**4.3.5** The resources on The London Institute of Banking & Finance *KnowledgeBank* include more than 4,000 full-text e-journals, an e-books collection, management and soft-skills resources and multi-media learning resources, as well as support for undertaking research activity.

**4.3.6** The London Institute of Banking & Finance *KnowledgeBank* also provides resources on topics such as distance learning, online learning and educational technology to support Lecturers in their continuing professional development.

### **4.4 Learning Support**

**4.4.1** Students studying on The London Institute of Banking & Finance HE programmes are supported in their learning by a variety of mechanisms depending on their mode of study. Each delivery mode has a learning and teaching structure appropriate to that mode of study and is detailed below.

## **Undergraduate Level Study**

### **Full-time On-Campus Study**

**4.4.2** Students studying at The London Institute of Banking & Finance campus in full-time mode receive structured tuition delivered by a lecturer, face-to-face, in a classroom environment. The learning and teaching structure and contact hours are determined by and appropriate to the module of study. Pastoral support is provided throughout the period of study by both the lecturing team acting as Personal Tutors and the wider full-time undergraduate programmes support team.

### **Distance and Flexible Learning**

**4.4.3** Students are allocated a Lecturer for each module. The Lecturer is responsible for supporting the student for the session of study or until the student successfully completes each form of assessment. The criteria for, and general responsibilities of, the Lecturer are shown in the Lecturer contract and code of conduct guidelines for undergraduate programmes.

**4.4.4** Students studying by flexible learning additionally have the opportunity to attend three face-to-face workshops provided per module. The aim of these workshops is to further support the learning undertaken online by providing an opportunity to discuss topic areas with a Workshop Lecturer, face-to-face, in a classroom environment.

**4.4.5** A Lead Tutor is allocated to each module of study at Level 4. Each Lead Tutor is responsible for monitoring the student experience and facilitating the feedback of dispersed campus, distance learning, and workshop lecturer views during each study period. The Lead Tutor provides a link with the Chief Examiner and assessment teams for each module and performs an important role in appraising their lecturing team and assisting in the development and monitoring of programme aims and learning outcomes.

At Levels 5 and 6 the role is undertaken by the Module Co-ordinator. The Module Co-ordinator performs a leadership role for the academic community, moderating assessments, disseminating best practice amongst the team and is involved in the annual appraisal process of The London Institute of Banking & Finance lecturers. This role contributes to the assessment development process and co-ordinates the examining team and lecturing team to maintain a consistent understanding of the teaching and learning requirements.

### **Postgraduate Level Study**

**4.4.6** For each module at Masters level, there is a module team comprising lecturers who are responsible for the design and development of the programme modules and assessments, together with the co-ordination and delivery of the teaching.

**4.4.7** Every student also has the support of the Course Director Postgraduate Programmes (for the MSc Programme) or the Academic Development Manager (for the PGCHE programme) who are responsible for the day-to-day running of the programme and are students' single initial point of contact for non-academic matters throughout the course.

### **Dispersed Campus Delivery**

**4.4.8** Students studying at a The London Institute of Banking & Finance dispersed campus receive learning and tuition support incorporating the following features:

1. Structured tuition delivered by a lecturer approved as meeting The London Institute of Banking & Finance criteria
2. A learning and teaching structure with associated rationale and contact hours for each module of study

3. A programme induction for new students, and a subject-based induction, integrated into the beginning of each module session; and
4. A formalised mechanism for student feedback.

**4.4.9** It is required that a dispersed campus will support a student's experience through the provision of access to the following resources and services:

1. Access to learning materials and resources
2. Use of IT resources to facilitate email and learning environment access
3. Pastoral support throughout their studies
4. Links to The London Institute of Banking & Finance alumni and employer networks (as applicable)

**4.4.10** Dispersed campuses are subject to formal validation to confirm that they comply with The London Institute of Banking & Finance criteria. The Academic Board formally approves all new campus applications. Dispersed campuses are required to monitor student performance, progression and feedback and provide an annual monitoring report. This report is considered by the Learning and Teaching Committee who monitors each dispersed campus and develops and monitors action plans for the enhancement of the learning and teaching experience.

#### **4.5 Student Support and Guidance**

**4.5.1** The London Institute of Banking & Finance provides dedicated support and guidance resource for students studying programmes at higher education level through the Student and Customer Services Office. This team is equipped to ensure that student queries are dealt with promptly, or routed to the appropriate support personnel, depending on the nature of the enquiry.

**4.5.2** The full-time undergraduate course team provide support at The London Institute of Banking & Finance's Campus for students studying on the full-time programmes. The postgraduate course teams provide support to all students studying for postgraduate awards. Further information on the support available to students can be found in The London Institute of Banking & Finance's Code of Practice for Quality Assurance Chapter 6: Student Support and Guidance.

#### **4.6 Equality and diversity**

**4.6.1** The London Institute of Banking & Finance is committed to creating a culture in which diversity and equality of opportunity are promoted and in which unlawful discrimination is not tolerated. The London Institute of Banking & Finance recognises the real educational and business benefits of having a diverse community of staff, students, members and subscribers to any services and therefore works towards building and maintaining an environment which values such diversity.

**4.6.2** The London Institute of Banking & Finance's equality and diversity policy, as it applies to students, is guided by the principles that all students should:

- enjoy a safe environment free from discrimination and harassment / bullying;
- have equal access to services that are made available by The London Institute of Banking & Finance.

**4.6.3** The London Institute of Banking & Finance's Student Charter states:

*"The London Institute of Banking & Finance is a world-class provider of higher education and seeks to ensure that all students are treated equitably and without reference to gender, colour, ethnic or national origin, race, disability, age, sexual orientation, socio-economic background, religious or political beliefs, family circumstances or other irrelevant distinction."*

**4.6.4** The principles, detailed below, recognise the requirement to provide an equitable teaching and learning experience for all students.

**4.6.5** On registration, any student special needs for learning support are identified through the Student and Customer Services Office and reasonable adjustments approved (although additional needs and reasonable adjustments may be identified throughout a course of study). Further information can be found in The London Institute of Banking & Finance's Code of Practice Chapter 7: Assessment.

**4.6.6** 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.

**4.6.7** The London Institute of Banking & Finance seeks to ensure that disabled students have equivalent learning opportunities to other students through reasonable adjustments that enable the delivery of all programmes of study.

**4.6.8** 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.

**4.6.9** The flexible and distributed learning bias of The London Institute of Banking & Finance programmes means that students do not always attend for tuition. However, where students receive face-to-face tuition, particular consideration is given to the needs of disabled students to ensure appropriate access to teaching facilities.

**4.6.10** Where programmes of study include work placement and / or work-based learning, consideration is given to the nature and extent of reasonable adjustments that are needed to enable students can participate.

#### **4.7 Annual Monitoring Reports**

**4.7.1** An annual monitoring report detailing the performance and progression of and feedback from students and external examiners is produced for each higher education programme. The Learning and Teaching committee considers the Annual Monitoring Report for each programme and develops and monitors the appropriate action plans to enhance the learning and teaching experience. The Learning and Teaching Committee also provides a forum for benchmarking learning support against good practice. Extracts from items (ii) and (iii) of the terms of reference for the Learning and Teaching Committee relating to these matters are shown below:

“(ii) Implement and keep under review annual monitoring of programmes including programmes at collaborative partnerships ....

(iii) Ensure that procedures are in place to identify examples of good practice in relation to learning, teaching and assessment, to disseminate effectively such good practice and to ensure its incorporation into The London Institute of Banking & Finance strategy, policy and procedures;”

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