

# LIBF

## LIBF Code of Practice for Quality Assurance higher education

### Chapter 4: accessible and inclusive learning policy

#### 4.1 Purpose statement

- 4.1.1 The purpose of this policy is to ensure our student learning experiences are accessible and inclusive, empowering students to maximise their academic potential and achieve the best outcomes possible from their programme of study. This is achieved through our five academic principles – inclusive, authentic, innovative, dynamic, and global - as detailed in the HE learning, teaching and assessment strategy. The strategy is reviewed and monitored by the learning and teaching committee, with any changes recommended to the Academic Board.

When setting assessments, this should be read in conjunction with the HE assessing learning and feedback policy, the HE types of summative assessment guidelines and the HE assessment length and duration limits guidelines, which can be found on your virtual learning environment (VLE).

#### 4.2 Student induction

- 4.2.1 Students receive either an on-campus or on-line induction session at the start of their programme, depending on their mode of study.

The information available includes preparing for study, learning techniques, referencing guidelines, and assessment preparation.

#### 4.3 Learning materials and resources

- 4.3.1 All registered students receive access to our VLE, which contains, for example, access to learning materials and activities, discussion forums, assessment guidance, and the programme handbook.
- 4.3.2 Our staff design and develop accessible and inclusive learning materials for each module, including a variety of multimedia, drawing on international case studies and perspectives, to provide engaging learning experiences. The materials are intended to cover the broad knowledge content of the syllabus, provide sufficient opportunity for students to test their understanding, and prepare them for the assessment methods used on our programmes.
- 4.3.3 Each registered student is given access to our online library and information service, which includes full-text e-journals, e-books, management and soft-

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skills resources, and multimedia learning resources, as well as support for undertaking research activity.

Additionally, on-campus, students have access to the Student Centre which provides a flexible learning space, digital resources, and face-to-face access to librarians.

## 4.4 Teaching and learning

- 4.4.1 Accessible and inclusive teaching and learning reduces the need for individual adjustments because, wherever possible, barriers that students may face have been anticipated and removed.
- 4.4.2 Where programmes of study include work placement and / or work-based learning, consideration's given to the requirements needed to enable students to participate.
- 4.4.3 Academic staff are required to ensure 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.
- 4.4.4 Through inclusive teaching and learning practices, for example, providing opportunities for students to work in diverse groups, we'll equip our students with the knowledge, skills and understanding to succeed in global working environments.
- 4.4.5 LIBF ensures that academic staff meet the appropriate standards for teaching, assessment, and learning support. Further information on staff development can be found in [chapter 12 - staff development details page \(libf.ac.uk\)](#).
- 4.4.6 Modules at higher levels of study will increasingly require students to evidence awareness and understanding of wider reading.

### Examples of accessible and inclusive practice:

<b>Module information</b>	<ul style="list-style-type: none"><li>• Online students can access their module information once they have signed up to start their module.</li><li>• On-campus students have access to their Module Specifications at least 4 weeks before teaching starts.</li></ul>
<b>Learning experiences</b>	<ul style="list-style-type: none"><li>• Utilise a range of opportunities for students to contribute, demonstrate their learning, and encounter a range of perspectives.</li><li>• Are aware of the possibility that students arrive with different prior knowledge.</li></ul>

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	<ul style="list-style-type: none"><li>• Reflect a diversity of authors and perspectives.</li><li>• Can be recorded, however, students on the on-campus programmes must adhere to the <a href="#">Class Recording Policy for Teaching</a>.</li></ul>
<b>Teaching materials</b>	<ul style="list-style-type: none"><li>• Online students have ready access to their teaching materials via their VLE.</li><li>• Preparatory materials (e.g., PowerPoint slides) are available to students at least 48 hours before a scheduled class.</li><li>• Key formula / technical terms are available to students 48 hours before class.</li><li>• Materials are designed for accessibility.</li></ul>
<b>Teaching facilities</b>	<ul style="list-style-type: none"><li>• Those studying via our online modes can study where and when they feel most comfortable.</li><li>• Online programmes provide flexibility to schedule and sit assessments when the time is right for the student.</li><li>• We ensure that the spaces we use for teaching are accessible, whether on our own campus (reviewed annually) or when hiring other spaces.</li><li>• Changes to arrangements (room / date / time / mode) are communicated as soon as possible via both the official LIBF email system and / or the VLE announcements.</li><li>• Teaching sessions aren't permitted to be cancelled. Instead, postponement should be arranged and communicated to students.</li><li>• Change of mode: this is normally reserved for circumstances outside our control, such as industrial strikes, and must be agreed in advance with the Director of Studies.</li></ul>

4.4.7 The Accessible and Inclusive Learning Policy must be implemented at the point of programme design or redesign from the start of each academic session. Academic staff are encouraged to review other existing provisions and consider adjustments to comply with the policy at the earliest opportunity.

## 4.5 Modes and models of delivery

### Mode

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4.5.1 Depending on the programme of study, different modes, or durations of study may be available. To see what study modes are available, please visit our website.

## Models

4.5.2 On-campus

- synchronous in-person teaching at a campus (or approved study centre) supported by access to the VLE and your own independent study.

4.5.3 Online/distance

- synchronous online teaching and learning through the VLE and your own independent study
- asynchronous teaching and learning through the VLE and your own independent study.

4.5.4 Blended

- mixture of pre-determined face-to-face and distance learning / online delivery, supported by access to the VLE and your own independent study.

4.5.5 Flexible

- mixture of face-to-face and online delivery
- mixture of synchronous and asynchronous learning
- any combination of the above chosen by the student at any point during their studies.

## 4.6 Collaborative Arrangement

4.6.1 Some or all aspects of your module are delivered by a collaborative partner.

## 4.7 Assessment

4.7.1 Academic staff must ensure that assessment and feedback practices are inclusive, accessible and use a range of methods. Detailed information can be found in the HE Assessing Learning & Feedback Policy on your VLE.

## 4.8 Student Support and Guidance

4.8.1 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.

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- 4.8.2 Academic staff provide students with support on the content and understanding of the subject matter on their modules.
- 4.8.3 Our support teams can also direct students to further academic support, including advice or additional online tutorials on study skills, independent learning and option modules.
- 4.8.4 Our support teams can assist students with advice on the interpretation and application of the university regulations, policy, and process. All students will be provided with the contact details of their initial points of contact for non-academic matters as part of their onboarding process. These teams will ensure student queries are dealt with promptly, or routed to the appropriate department, depending on the nature of the enquiry.
- 4.8.5 Library services provide students with help on learning resources and academic writing skills and referencing.
- 4.8.6 The Careers and Employability service provides students with a range of services, namely CV, cover letter writing, help finding internship or graduate positions, career management, and support for working professionals.
- 4.8.7 Further information on the support available to students can be found in our [Code of Practice chapter 6: student support and guidance](#).

## 4.9 Safeguarding

- 4.9.1 LIBF is committed to safeguarding the welfare of
- children who come into contact with HE activities, and
  - vulnerable adults who come into contact with HE activities, including any current students at risk of harm.
- 4.9.2 Detailed information can be found in the [Safeguarding Policy and Procedures for Children and Vulnerable Adults](#)

## 4.10 Collaborative partnerships

- 4.10.1 Students studying at one of our collaborative partners have access to the equivalent quality and standard as students registered directly with us.

## 4.11 Monitoring and review

- 4.11.1 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 annual monitoring report is

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considered at the Student and Staff Liaison Committee to allow students to engage in the enhancement of learning and teaching.

4.11.2 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.

4.11.3 This Policy will be monitored by the Academic Dean, Head of Learning and Teaching Excellence and Academic Leads, and will be reviewed annually in June by the Learning and Teaching Committee.

## 4.12 List of associated documents on our website:

[Code of Practice chapter 6: student support and guidance](#)

[Chapter 14 - staff development details page \(libf.ac.uk\)](#)

[Safeguarding Policy and Procedures for Children and Vulnerable Adults](#)

## 4.13 List of associated documents on your VLE:

HE Learning, Teaching and Assessment Strategy

HE Assessing Learning & Feedback Policy

HE Types of Summative Assessment

HE Assessment Length and Duration Limits

[Class Recording Policy for Teaching](#)

[Reviewed September 2023](#)