



ifs School of Finance
Learning and Teaching Strategy

2004

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ifs School of Finance **LEARNING AND TEACHING**

INTRODUCTION

1. The *ifs* School of Finance learning and teaching strategy has been developed to encompass all *ifs* qualification pathways offered to students. It is envisaged that the knowledge and learning content will be designed to fit within the defined curricula, with designated entry and exit points to each module to help enable lifelong learners to access the materials.
2. The learning and teaching strategy for each qualification pathway is student-centred and resource based to meet the needs of each student study mode for the qualification pathway. By the nature of the increasingly broad market of *ifs* School of Finance customers there will be technical knowledge content within some modules that is a 'must know' within their chosen specialist field. There will therefore be a range of 'technical modules', which require maintaining and that members will require to access, ensuring their knowledge is up-to-date. There is also a range of modules offered at a higher education degree and professional level, which contain a more demanding level and range of learning outcomes.
3. At more advanced levels of learning, where it is necessary that students have a more rigorous understanding of the underlying principles, the learning and teaching approach will reflect the need to facilitate reflection and a deeper level understanding. The approach will be focused on a student-centred learning model providing opportunities for activities for a student to reflect and analyse complex models and theories. Within this approach there will be the challenge for professional qualifications to ensure there are opportunities for students to apply their understanding.
4. For both higher level and technical modules a learning and teaching approach will be adopted commensurate with the learning outcomes. The learning materials for the technical modules will reflect the need for application of the knowledge. Learning materials for modules at a higher level will require a broader and more theoretical coverage to facilitate the development of graduate attributes.
5. To provide the most effective learning materials and support for students on each qualification pathway, a 'Learning Materials Feature Set' will be developed, (see Schedule 1). It is acknowledged that the emphasis on different components of the feature set will vary, according to the learning outcomes, programme aims and level of study. Typically technical subjects will have a greater preponderance of short formative self-assessment tests with learning activities focused on application. At degree level there will be more emphasis on learning activities and formative assessment requiring students to find alternative solutions and demonstrate a wider appreciation of underlying principles.
6. Core to the development of the learning materials set will be the identification of the key concepts in each module syllabus and as a basis

for establishing 'Concept Gateways' to understanding, (see Schedule 2 for an example from the diploma module – The Financial Services Environment). The identification of concept gateways will facilitate the design and development of learning material.

5. The **ifs** learning and teaching strategy will be developed and implemented according to the consideration of market factors, through the **ifs** Faculty and the Qualifications Development teams and to a proper consideration of the resources required to implement alternative value added solutions.
6. It will be a fundamental principle that the learning and teaching strategy for qualification pathways will be implemented in conjunction with the assessment strategy. Equally it will be fundamental that the assessment strategy will be developed in light of the learning and teaching strategy appropriate to the qualification.
7. It will be essential that the learning and teaching strategy implemented for qualifications that involve collaborative partnerships and/or dual academic awards, will be subject to joint approval. It is envisaged that the mechanisms adopted for approval will be specified within the contractual relationships between **ifs** and the other awarding body.
8. The learning and teaching strategy has been developed to provide a focus for the development of innovative approaches to learning, in order to stimulate and support students on **ifs** programmes. Contained within the strategy are initiatives designed to improve student's motivation. A stimulating learning experience combined with a clear assessment strategy for achievement of the learning outcomes is deemed essential to provide and sustain a high student motivation to study and associated retention rate within a qualification and to stimulate pursuance of further educational experience with **ifs**. A student induction course is a priority for each qualification pathway.
9. It is a core tenet that students studying in different modes are provided with high quality learning materials designed around the syllabus and with learning support for different student modes of study. For each qualification pathway there will be designated modes of study approved for students that will include – Approved Centre Support and **ifs** e- Support.
10. It is a core principle that the standards which a student will be required to achieve on **ifs** qualifications will be equivalent, regardless of their mode of study, their learning experience will be different. It is a core principle that for each approved mode of study there will be suitable opportunities to operate in a learning environment where the learning outcomes and overall programme aims can be met.

***ifs* LEARNING AND TEACHING**

A:

MISSION

The ***ifs*** Learning and Teaching mission is to provide innovative solutions to well-designed curriculum, qualifications and relevant educational programmes for students registered for ***ifs*** qualifications, within the ***ifs*** strategic vision as a School for Finance. Within this broad vision the learning and teaching strategy is focused on being the leading provider of learning and teaching solutions within the finance sector. The overall aim is to design and implement the capability to enable learners to develop their knowledge, understanding and skills appropriate for their chosen pathway and career throughout their lifetime. The delivery of ***ifs*** educational programmes will be flexibly designed to accommodate alternative learning styles and modes of study appropriate for the needs of the individual learner through their lifetime.

***ifs* LEARNING AND TEACHING**

B: AIMS

Aim 1

To design and develop high quality learning materials for well-designed curricula and qualification pathways that is relevant to lifelong learners. It will be a core feature of the learning materials design to take a student-centred, active learning approach. The materials will be designed to meet the needs of students with different modes of study for the formal qualification pathways and facilitating accessibility to lifelong learners.

Aim 2

To deliver high quality learning support to students studying for *ifs* qualifications, appropriate to a student's mode of study. The key features of the learning support will be consistent with a student-centred approach and aimed at encouraging students to achieve all levels of attainment and to students adopting different approaches to study.

Aim 3

To support the development of learner capability and 'life skills', as deemed appropriate for defined curriculum and qualification pathways. Core to this aim will be to develop materials and appropriate support to facilitate a student's preparation for their chosen pathway of study and to make the development of life skills through a student's chosen pathway transparent and achievable within their chosen mode of study.

Aim 4

The learning and teaching strategy will be underpinned by a commitment to the recruitment of academic authors, tutors, academic centres and support staff of appropriate skills and abilities. The strategy will be to ensure mechanisms are in place to that such skills are maintained and developed to enable the delivery of high quality education benchmarked against best practice.

Aim 5

The implementation of the learning and teaching strategy within *ifs* qualification pathways will be articulated within the assessment strategy, the framework of curriculum development and quality assurance procedures, benchmarked against appropriate national standards.

***ifs* LEARNING AND TEACHING**

C: OBJECTIVES

Aim 1

To design and develop high quality learning materials for well-designed curricula and qualification pathways that is relevant to lifelong learners. It will be a core feature of the learning materials design to take a student-centred, active learning approach. The materials will be designed to meet the needs of students with different modes of study for the formal qualification pathways and facilitating accessibility to lifelong learners.

OBJECTIVES

- 1.1 To design learning materials for each module of study to a common learning feature set, appropriate for the curriculum, learning outcomes and syllabus.
- 1.2 To ensure that the learning materials are designed to support the achievement of learning outcomes for students studying in all approved modes of study.
- 1.3 To develop the necessary support materials for students, tutors, academic centres to facilitate the necessary development of skills and abilities for the achievement of curriculum aims and module learning outcomes.

Aim 2

To deliver high quality learning support to students studying for *ifs* qualifications, appropriate to a student's mode of study. The key features of the learning support will be consistent with a student-centred approach and aimed at encouraging students to achieve all levels of attainment and to students adopting different approaches to study.

OBJECTIVES

- 2.1 Designing the appropriate learning support to facilitate a student-centred learning approach.
- 2.2 Developing an approach to provide students with the necessary tools to take responsibility for their learning and providing opportunities to monitor and reflect on their achievement of learning outcomes.
- 2.3 The student-centred learning approach will be designed to encourage 'deep learning', where appropriate for the curricula, with clear guidance provided to students on the indicative factors that characterize the different levels of attainment for each qualification pathway.

Aim 3

To support the development of learner capability and 'life skills', as deemed appropriate for defined curriculum and qualification pathways. Core to this aim will be to develop materials and appropriate support to facilitate a student's preparation for their chosen pathway of study and to make the development of life skills through a student's chosen pathway transparent and achievable within their chosen mode of study.

OBJECTIVES

- 3.1 Designing and developing student induction materials for each qualification pathway and a subject induction for each module of study.**
- 3.2 Identification and articulation of 'life skills' for each qualification, illustrating the skills within each module, based on the aims of the qualification and benchmarked against subject area national standards.**
- 3.3 Designing and developing appropriate mechanisms to facilitate student's monitoring of their progress towards learning outcomes for each module.**

Aim 4

The learning and teaching strategy will be underpinned by a commitment to the recruitment of academic authors, tutors, academic centres and support staff of appropriate skills and abilities. The strategy will be to ensure mechanisms are in place to that such skills are maintained and developed to enable the delivery of high quality education benchmarked against best practice.

OBJECTIVES

- 4.1 Authors of learning materials and tutors will be recruited and approved based on key criteria, appropriate to national standards.**
- 4.2 Approved tutors performance will be monitored and skills development needs incorporated into the *ifs* tutor development programme.**
- 4.3 The recruitment of academic centres to provide learning support will be subject to quality assurance control, commensurate with the appropriate standards for collaborative provision.**

Aim 5

The implementation of the learning and teaching strategy within *ifs* qualification pathways will be articulated within the assessment strategy, the framework of curriculum development and quality assurance procedures, benchmarked against appropriate national standards.

OBJECTIVES

- 5.1 The learning materials and support will be designed and developed with regard to the assessment strategy, learning outcomes, level and student mode of study and within the overall framework of the relevant curriculum aims.**
- 5.2 The learning and teaching strategy will be implemented and reviewed within each qualification pathway subject to external quality standards appropriate for the level of study.**
- 5.3 Student performance and retention on the *ifs* qualifications will be closely monitored and appropriate mechanisms employed to ensure student pass and retention rates meet or are above the appropriate benchmark targets.**

ifs LEARNING AND TEACHING

D: IMPLEMENTING THE STRATEGIC OBJECTIVES

(Learning and teaching Department Team references: LM = Learning Materials; LS = Learning Support; KB = ifs KnowledgeBank)

Strategic Theme

- 1. To design and develop Learning Materials Feature set for each ifs module on all qualification pathways.**

Reference: Schedules 1 and 2

STRATEGY FOR IMPLEMENTATION

| Task | Key team responsible | Timing |
|---|-----------------------------|---------------|
| 1.1.1 Design and develop a standard learning materials feature set for each module on the degree/associateship ifs qualification pathway. | LM, KB | |
| 1.1.2 Design and develop a standard learning materials feature set on the modules related to Diploma ifs qualification pathways, (with the exception of the Diploma in Financial Studies). | LM, KB | |
| 1.1.3 Design and develop a standard learning materials feature set for each module on the Certificate and Diploma in Financial Studies ifs qualification pathways. | LM, KB | |
| 1.1.4 Design and develop a standard learning materials feature set for each module on the regulatory Certificate qualification pathways. | LM, KB | |

Strategic Theme

5. *Completing the 'e-ifs Learning Environment' feasibility, development and implementation phases.*

Reference: Schedule 3

STRATEGY FOR IMPLEMENTATION

| Task | Key team responsible | Timing |
|---|----------------------|--------|
| 2.1.1 To complete the Feasibility phase of the project. | LM, LS & KB | |
| 2.1.2 To complete the Development phase of the project, (subject to the outcome of the Feasibility phase). | LM, LS & KB | |
| 2.1.3 To complete the Implementation phase of the project, (subject to the outcome of the Feasibility phase). | LM, LS & KB | |

Strategic Theme

5. *Implementing initiatives to improve student's motivation to study.*

Reference: Schedule 4

STRATEGY FOR IMPLEMENTATION

| Task | Key team responsible | Timing |
|---|----------------------|--------|
| 3.1.1 To design and develop on-line Student Registration Forms. | LS | |
| 3.1.2 To redesign and maintain online information handbooks for students, tutors and academic centres in a format appropriate for each qualification pathway. | LS | |
| 3.1.3 To design and develop student induction materials for each qualification pathway. | LS | |
| 3.1.4 Develop Concept Storylines for each module on all qualifications in an appropriate format. | LS | |
| 3.1.5 Develop a 'Student Progress Log' for implementation on modules by qualification. (Subject to Feasibility Phase of e-ifs Learning Environment project). | LS | |
| 3.1.6 Pilot a 'student re-sit support service' for degree and diploma qualifications. | LS | |

| | | |
|--|-----------|--|
| 3.1.7 To develop an appropriate mechanism for dealing with Student Welfare issues. | LS | |
|--|-----------|--|

Strategic Theme

5. *Developing the approved modes of study and learning support.*

Reference: Schedule 5

STRATEGY FOR IMPLEMENTATION

| Task | Key team responsible | Timing |
|--|----------------------|--------|
| 4.1.1 To review the learning support provision within the two approved modes of study for diploma and degree qualification pathways. | LS | |
| 4.1.2 To review and implement changes to the tutor contract and learning support for the degree and diploma qualifications. | LS | |
| 4.1.3 To assess the feasibility of offering learning support to Certificate qualifications through an 'e-ifs Learning Environment', (linked with Strategic Theme 2). | LS | |
| 4.1.4 To design and implement a tutor development policy for all approved ifs tutors. | LS | |
| 4.1.5 To implement a series of tutor workshops for Lead tutors. | LS | |
| 4.1.6 To implement a series of workshops for coursework authors, markers and moderators. | LS | |
| 4.1.7 To design, plan and deliver the Tutor Conference (2005). | LS | |
| 4.1.8 To design and develop an academic centre induction course and associated support materials. | LS, LM | |

Strategic Theme

5. *Developing more explicit 'Life Skills' development for students studying defined qualification pathways.*

STRATEGY FOR IMPLEMENTATION

| Task | Key team responsible | Timing |
|---|----------------------|--------|
| 5.1.1 To identify the 'Life Skills' learning outcomes contained within each <i>ifs</i> qualification pathway and compare (for diploma and degree qualifications) against national benchmark statements. | LS | |
| 5.1.2 Design and develop 'Life skills guide maps' for students on each qualification, linking with the assessment strategy for each module. | LS | |
| 5.1.3 Develop guidance materials for the development of life skills within <i>ifs</i> qualification frameworks. | LM | |

Strategic Theme

6. *Developing the monitoring and feedback mechanisms for quality management to inform the Learning and Teaching and Assessment processes and improve student motivation.*

Reference: Schedule 6

STRATEGY FOR IMPLEMENTATION

| Task | Key team responsible | Timing |
|---|----------------------|--------|
| 6.1.1 To implement the degree/associateship and Diploma Session Review Group and to develop the evidence gathering and feedback processes. | LS | |
| 6.1.2 To develop benchmark targets for student pass rates and overall levels of student retention (within the 'Balanced Scorecard' initiative). | LS | |
| 6.1.3 To develop and document the quality assurance procedures for learning materials and support within the appropriate QAA/QCA guidance. | LM, LS, KB | |

Strategic Theme

7. *Developing the learning resources to support the knowledge content of ifs modules and to enhance lifelong learning within the ifs membership and supporting educational activities.*

STRATEGY FOR IMPLEMENTATION

| Task | Key team responsible | Timing |
|---|----------------------|--------|
| 7.1.1 To develop the 'Learning and Teaching Design Team' approach to planning the materials development for each module. | LM, KB | |
| 7.1.2 To develop appropriate 'Subject Gateways' relevant for academic and professional learners within the broad financial environment. | KB | |
| 7.1.3 To identify and acquire appropriate educational content and to provide user access within the <i>ifs</i> KnowledgeBank. | KB | |
| 7.1.4 To develop and enhance the user functionality to accessing relevant learning resources. | KB | |

Strategic Theme

8. *Developing the relationships with departments within ifs, to co-operate to achieve, and with external collaborative partners to meet the overall ifs mission.*

STRATEGY FOR IMPLEMENTATION

| Task | Key ifs department | Timing |
|---|--------------------|--------|
| 8.1.1 To explore a suitable Operational mechanism for managing the Teaching and Learning, Assessment, Curriculum and Syllabus processes most effectively. | Awarding Body | |
| 8.1.2 To explore the development of a policy for both Teaching & Learning and Assessment for the contextualisation of learning on <i>ifs</i> qualifications, (in particular at Degree/Associateship and diploma level). | Awarding Body | |
| 8.1.3 To refine and develop the process of Teaching and Learning input at the design phase of tailored solutions. | Faculties | |
| 8.1.4 To explore (within the e-ifs Learning Environment project) mechanisms for | Schools Faculty | |

| | | |
|--|--|--|
| enhancing the learning support provided by teachers involved in delivering the <i>ifs</i> schools qualifications. | | |
| 8.1.5 To re-visit the entry qualifications and exemption policy for the degree/associateship qualifications. To establish a 'core ingredients approach' and wider accreditation of prior learning. | Awarding Body & UMIST | |
| 8.1.6 To explore the criteria for the appointment of academic centres to deliver the diploma and degree qualifications. | Qualifications Development, Faculties & UMIST | |
| 8.1.7 To work with other departments on 'Service Level Agreements' to define the overlaps and key relationships to achieve solutions. | All departments | |

***ifs* LEARNING AND TEACHING**

E: SCHEDULES

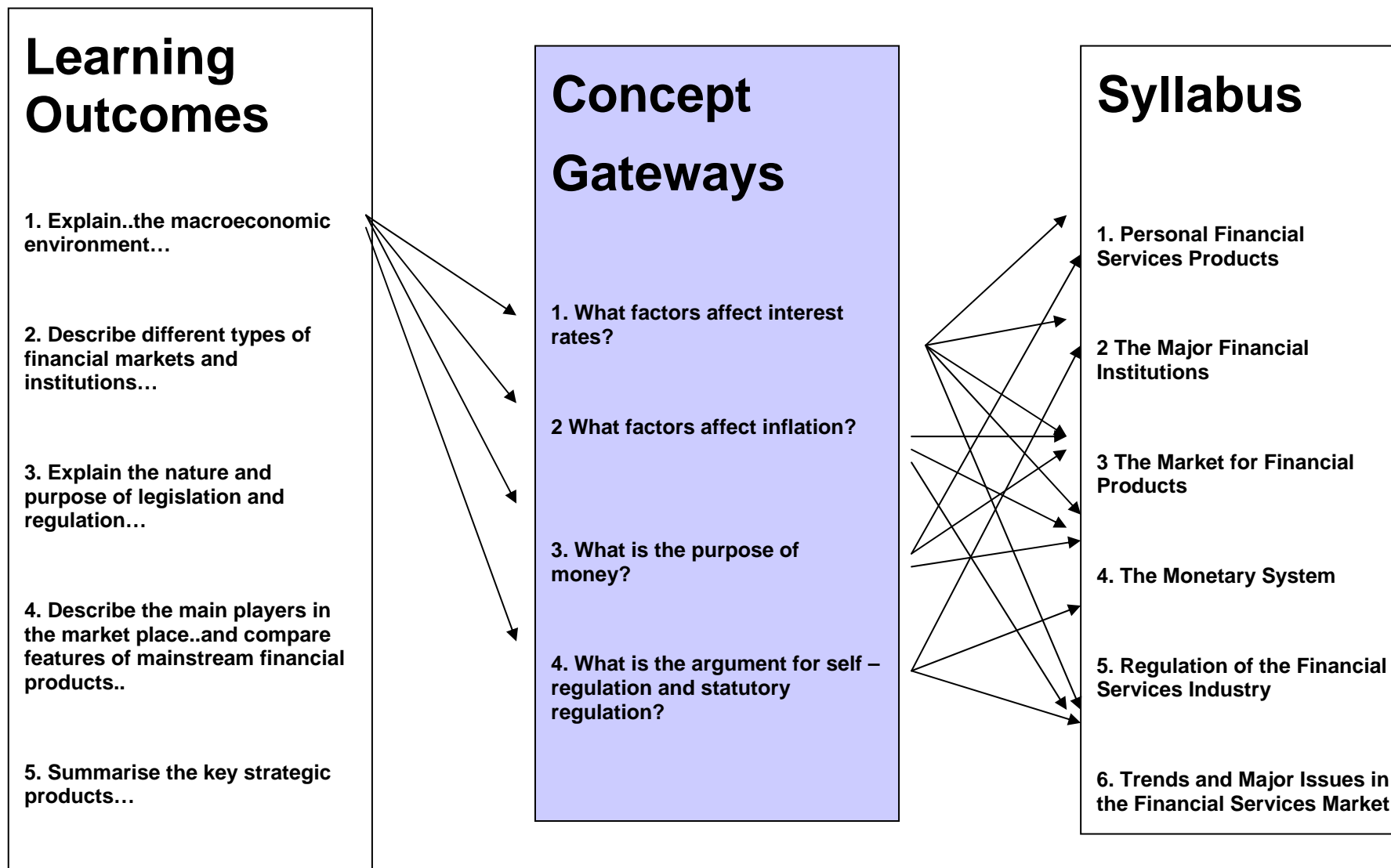
Schedule 1

ifs Learning Materials Feature Set

| Learning Materials Feature Set | | Example Degree/Diploma Courses CURRENT | Purpose |
|-----------------------------------|-----------------------------------|---|--|
| Knowledge Content | Commissioned ifs text | Standard Text Set Readings | The core knowledge content required covering the syllabus and learning outcomes. |
| | Licensed e-content (ifs KB) | None | |
| | Licensed e-Loan Readings (ifs KB) | None (though list included in some Study Plans) | |
| Diagnostic Assessment | Key Concept Tests | None | To test a student's preparedness to study the next phase. |
| | Mock Final Assessment Test | Assessment Report | To test a student's preparedness to present themselves for their assessment. |
| Formative Assessment | Concept Gateways | None | To identify key concepts and present interactive self-assessment materials to facilitate student understanding. |
| | Self-Assessment Questions | Study Plan | To provide formative tests with built-in feedback to facilitate understanding of the learning outcomes. |
| | Case studies | Study Plan | To facilitate and develop the application of knowledge within an appropriate context. |
| | Learning Activities | Study Plan | To provide opportunities for students to explore wider and deeper understanding of the subject area. The activities will provide an opportunity to develop other skills. |
| | Tutor moderated assignment work | 3 Assignments – Option/Band B modules (Core & Band A – 2 Continuous Assessment) | To provide formal tutor feedback to students on formative assignments linked to learning outcomes. |

Schedule 2

The relationship between 'Concept Gateways'; Syllabus and Learning Outcomes for the Module The Financial Services Environment



Schedule 3

| Draft Timetable of Pilot project for delivery of the <i>ifs e-Learning Environment</i> | | | | |
|---|------------------|---|-------------------------------|------------|
| PHASE | Date | Outline of Task | Key responsibility | Key Teams |
| F E A S I B I L I T Y | End June 2004 | - Agree the Draft ifs Learning and Teaching Strategy | MK | T&L |
| | | - Agree the feature set of the 'ifs e-Learning Environment' and e-delivery within the context of the Learning and Teaching Strategy | (To be agreed by ifs OPG/ESG) | |
| | 16 July 2004 | - Define List of Criteria and Functionality Requirements of 'ifs e-Learning Environment' | MK/DC | T&L and IT |
| | | - Identify key resource and skills requirements | (To be agreed by OPG) | |
| - Identify List of potential providers | MK/DC | | | |
| - Define the outcome of the Pilot Project (including Pilot module) | MK/DC | | | |

| | | | | |
|--|---------------------------|---|--|--|
| P H A S E | 13 August 2004 | <ul style="list-style-type: none"> - Invitation to present product and services to List of potential providers to be sent - Presentations from potential providers to be completed to 'ifs Panel' (including e-ifs group) - Cost-Benefit Analysis completed - Recommendation made | <p>MK/DC</p> <p>MK/DC (involvement from ifs teams tbc)</p> <p>MK/DC</p> <p>MK/DC</p> | T&L and IT (& e-ifs Group) |
| | End August 2004 | <ul style="list-style-type: none"> - Decision taken | <p>GS/RG/IP/MK/DC (involvement from other ifs teams as appropriate)</p> | OPG |
| D E V E L O P M | End September 2004 | <p>(Assuming partner organisation commissioned)</p> <ul style="list-style-type: none"> - Partner organisation contracted - Development Teams set-up within T&L and IT | MK/DC | T&L and IT |
| | End October 2004 | <ul style="list-style-type: none"> - Learning Support/Materials Pilot Module work completed - Learning Materials Design Team for DFSM modules set-up - Commence Materials development/sourcing for DFSM Modules - Commence Learning Support training and development | <p>MK/DC</p> <p>MK</p> <p>MK</p> <p>MK</p> | <p>T&L and IT</p> <p>T&L</p> <p>T&L</p> <p>T&L</p> |

| | | | | |
|--------------------------------------|-----------------------|--|-------|------------|
| E N T P H A S E | November 2004 | - Commence Pilot Project and monitoring | MK/DC | T&L and IT |
| | End March 2005 | - Completion of DFSS Modules for delivery through 'ifs e-Learning Environment' | MK/DC | T&L and IT |
| | | - Complete Review of Pilot Project and action functionality | MK/DC | T&L and IT |
| | End April 2005 | Final testing of ifs e-Learning environment and materials | MK/DC | T&L and IT |

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|---|---|--|---|---|
| <p style="text-align: center;">I M P L E M E N T A T I O N P H A S E</p> | <p style="text-align: center;">May 2005</p> | <ul style="list-style-type: none"> - Implement delivery of DFSS Modules - Commence design and delivery of Degree Modules | <p style="text-align: center;">MK/DC</p> <p style="text-align: center;">MK</p> | <p style="text-align: center;">T&L and IT</p> <p style="text-align: center;">T&L</p> |
|---|---|--|---|---|

Learning Environment 'Features'

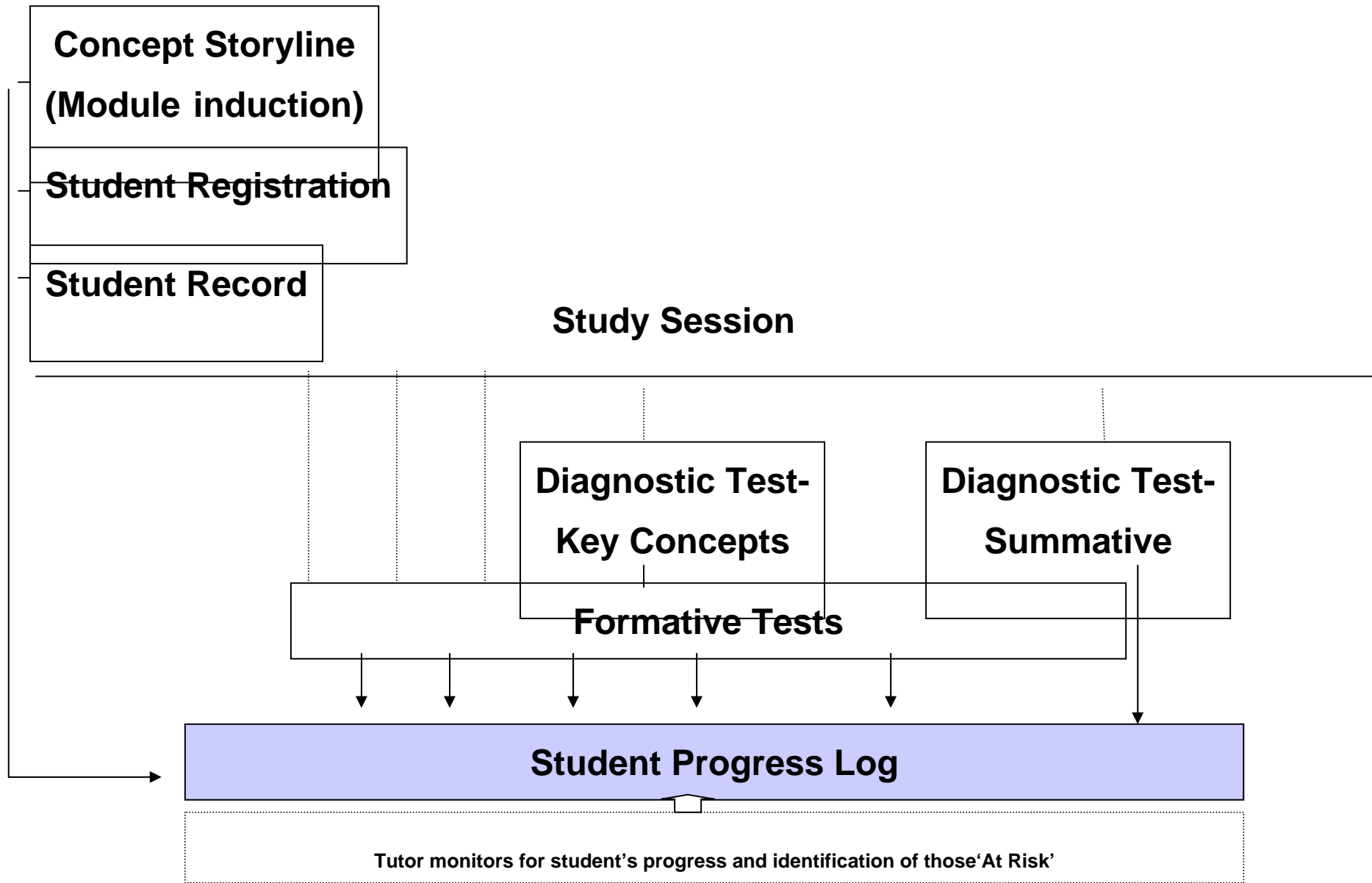
Student Café
Discussion Area
Student-Student

Tutor Corner
Discussion Area (by Qualification/Module)
Student-Tutor Queries
Lead Tutor Articles (docs)
FAQs
Private Rooms
1. Discussion Area & secure document sharing area (Tutors, students)
Tutor – Student
2. Discussion Area & secure document sharing area (Tutor Access only)
Tutor-Tutor
Tutor Questionnaire (online form)
Tutor Handbook (doc)

Student Workroom
(links to each module)
Learning Feature set
Text (doc)
Study Plan (doc)
E-Learning Components
(to be created)
Formative assessments
(to be created)
Licensed content – eg journals/extracts (to be sourced)
Link to ifs KB – reading references/ links to licensed content.

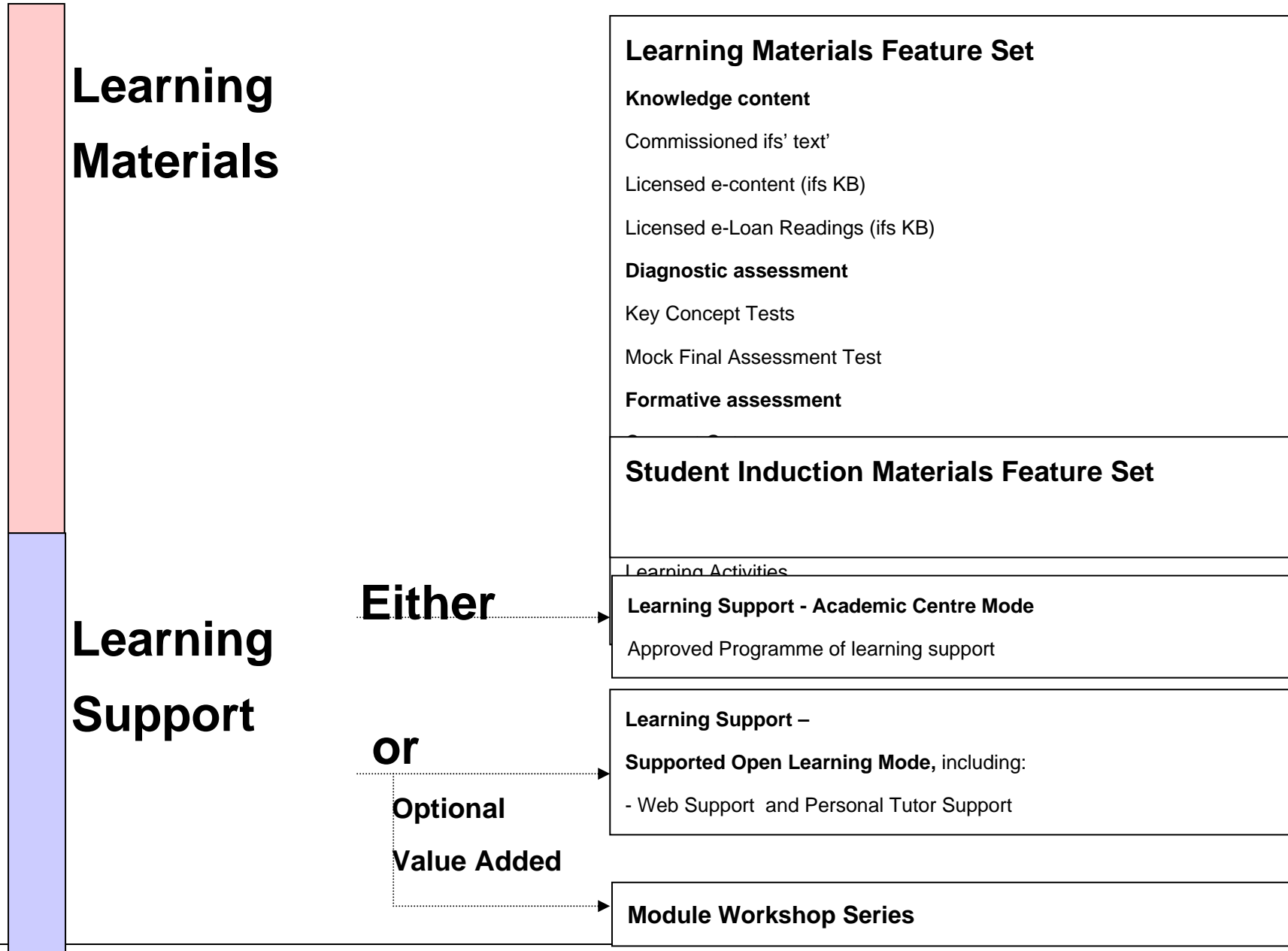
ifs Administration Corner
Discussion area
ifs Learning Support - Student
Student Profiles (online form)
Student Handbook (doc)
Syllabus Booklets (doc)
Preparation for Exam Booklet (docs)
Previous Exam Papers (docs)
Signpost Articles (doc)
Private Rooms
Discussion Area
Tutor – Examiner

Schedule 4: Student Progress Log



Schedule 5:

ifs Qualifications - Learning Materials and Support



Schedule 6: Degree/Associateship and Diploma Session Review Group

