

LEARNING, TEACHING & ASSESSMENT STRATEGY 2026 - 2029

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Approved by the Board of Governors

For Public Use

Fairfield School of Business



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1 INTRODUCTION

The Learning, Teaching and Assessment Strategy is intended to provide a clear statement of the School's values, principles, priorities and expectations with regard to learning, teaching and assessment. It sets out a framework and pedagogical approach within which Academic and support teams will operate.

The strategy applies to all Higher Education provision delivered at Fairfield School of Business ("FSB") and will link to the Schools Strategic Plan, Mission and Values. Through its implementation, the School endeavours to enable all students to achieve their potential through supporting successful progression, raising levels of achievement, enhancing graduate attributes and graduate employment opportunities and preparation for further study.

Our Strategic Aims

i. To maintain and develop effective University partnerships that meet the needs of the students,

ii. To develop new provisions such as Masters and MBA provision to provide progression routes for new and existing students,

iii. To diversify our degree programmes to offer a wider range of choice linked to local and economic needs,

iv. Enhance future growth and sustainability by diversifying provision and sources of income, managing and challenging costs to ensure financial stability,

v. To pursue designated status by developing governance and quality systems that meet the requirements of the UK Quality Code for Higher Education and the Office for Students' Regulatory Framework,

vi. To continue to create access to learning opportunities for everyone irrespective of background or circumstances (widening participation).

vii. To increase research and development activities.



FSB's Mission

Is to provide accessible and transformational learning experiences that meet or exceed the exacting standards of UK education, to inspire and develop future business leaders.



Our Values

- Education and learning through excellence
- Accountability and academic integrity
- Professionalism and support
- Widening access and participation and promoting equality of opportunity

The School commits to providing high quality teaching and support for its students in line with the guiding principles of the QAA UK Quality Code for Higher Education.

Aims and Commitments

FSB will:

i. Define and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among staff, students and other stakeholders.

ii. Ensure programmes are well designed and that learning and teaching activities and resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.

iii. Design programmes that require and enable the development of digital capabilities.

iv. Ensure that the classroom experience remains a significant essential point of contact for the duration of the programme.

v. Embed relevant academic skills in the curriculum at each level.

vi. Support students through each level of transition through induction and refresher activities.

vii. Everyone involved in facilitating learning and teaching or supporting student learning is appropriately qualified and are able to access relevant and ongoing staff development.

viii. Students are actively engaged in the quality assurance of their educational experience and its ongoing development and enhancement.

ix. Ensure that learning, teaching and assessment strategies support successful outcomes of diverse student groups.

x. All students are provided with clear and current information that identifies the learning opportunities and support available to them.

xi. Include formative learning experiences and appropriate and timely feedback in preparation for summative assessments at each stage of development.

xii. Encourage and support staff to gain qualifications and pursue appropriate academic development and professional recognition to develop high quality teaching.

2 GUIDING PRINCIPLES FOR LEARNING AND TEACHING DEFINED WITHIN THE UK QUALITY CODE FOR HIGHER EDUCATION[1]

i. Effective learning and teaching is underpinned by a shared understanding of the provider's learning and teaching strategy.

ii. Effective learning and teaching is underpinned by a focus on student achievement and outcomes.

iii. Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.

iv. Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students' learning and high-quality teaching.

v. Effective experiential learning is intentionally designed and embedded throughout the student journey and is underpinned by authentic, applied learning opportunities that connect academic study with professional practice informed by industry engagement, reflective practice, and real-world challenges.

vi. Effective learning and teaching is underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes.

vii. Effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.

viii. Effective learning and teaching ensures that information about, and support for,

ix. Learning and teaching is clear and accessible to all students and stakeholders.

x. Effective learning and teaching encourages and enables students to take an active role in their studies.

xi. Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.

[1] https://www.qaa.ac.uk/quality-code

3 FSB'S PRINCIPLES

1 - Students are supported and enabled

i. The School will ensure that students are supported to achieve their potential and address barriers to success and achievement.

ii. Ensure and evidence that the student voice is integral to decision making processes at all levels and across the School.

iii. Support all students and staff to develop individual Digital Capabilities.

2 - Achieving Outstanding Learning & Teaching

FSB Pedagogical Framework: The Learning Journey

To support learning, teaching and assessment, FSB adopts a structured pedagogical approach that enables students to progressively build knowledge, skills, confidence and professional competence. This approach is underpinned by the following four stages of learning:

Discover

Before the lesson, students will:
- Explore key concepts and principles.
- Engage with diverse sources of information and evidence.
- Connect new learning to prior knowledge and experience.
- Develop awareness of contemporary issues, challenges and opportunities within their discipline.

Develop

During the lesson, students will:
- Analyse and interpret information from multiple sources.
- Apply theories, models and frameworks to practical situations.
- Develop critical thinking and problem-solving abilities.
- Strengthen academic, research and digital capabilities.

Demonstrate

During and after the lesson, students will:
- Apply knowledge in authentic and professionally relevant contexts.
- Communicate ideas effectively using appropriate academic and professional conventions.
- Reflect on feedback and identify areas for development.
- Demonstrate achievement of learning outcomes and graduate attributes.

Deepen

After the lesson, students will:
- Critically evaluate complex issues and competing perspectives.
- Undertake independent research and inquiry.
- Develop professional judgement, leadership, employability and lifelong learning capabilities.

2.1 - Embedding the Framework

This pedagogical framework promotes an inclusive, student-centred approach that encourages active engagement, progression and achievement while providing a common language for students and staff, ensuring consistency in the learning experience across modules, levels and programmes.

2.2 - The Learning Journey Framework and the Virtual Learning Environment (VLE)

The Learning Journey Framework provides the structure for the design of the School's Virtual Learning Environment (VLE). Each module will be organised to support students through a progressive learning journey that enables them to discover, develop, demonstrate and deepen their learning.

The VLE will be designed to reflect these four stages:

Discover

Discover the Topic through:
- Lecture materials and introductory resources.
- Current industry, professional and research-informed content.
- Guided activities that stimulate curiosity and engagement.

Develop

Develop your Knowledge through:
- Learning resources and multimedia content.
- Lesson activities and collaborative learning tasks.
- Practice exercises and formative learning opportunities.
- Academic skills and digital skills development resources.

Demonstrate

Demonstrate your Understanding through:
- Formative assessment activities.
- Assessment guidance and marking criteria.
- Opportunities for self-assessment and reflection.
- Feedback and feedforward activities that support progression.

Deepen

Deepen your Expertise through:
- Independent research activities.
- Professional development and employability resources.
- Opportunities for critical inquiry, innovation and extended exploration.

2.3 - Principles for Delivery, Assessment and Student Support

The following principles underpin the implementation of the Learning Journey Framework and guide the delivery of learning, teaching and assessment across the School:

i. All pedagogical approaches adopted by the School will be flexible, diverse, inclusive and appropriate to the skills and needs of all students.

ii. Assessment and feedback will enable learning through an approach that allows for reflection and discussion, developing and recognising the shared responsibility of students and teachers in the process of giving, receiving and utilising feedback.

iii. Data and quality assurance processes must ensure that the School is able to monitor and respond to trends and make evidence-based interventions in order to maintain standards and enhance the quality of learning opportunities.

iv. Learning environments should be designed flexibly to promote active learning, to enable diverse approaches to learning and teaching.

v. Learning and teaching will incorporate the appropriate use of technology enhanced and blended learning in order to support students to achieve success in an ever-changing environment.

vi. The School expects all staff to contribute positively to the achievement of consistent culture of high-quality teaching.

vii. Staff will plan teaching and student learning activity for all aspects of delivery and assessment that is coherent and encourages students to work hard and is aligned to relevant outcomes.

viii. Staff will manage different teaching contexts (e.g., lectures, seminars, tutorials, problem-classes, tutorial supervisions and online environments) and engage students in a variety of ways (including the appropriate use of both face-to-face techniques and online/blended learning technologies) to support inclusive and appropriate learning.

ix. In their teaching practice staff will demonstrate an awareness of essential principles of effective presentation and will communicate clearly and fluently in both written and spoken English.

x. Students' overall progress and personal development will be properly supported and coordinated by Personal Academic Tutors (PATs) supported by the Student Engagement Team.

xi. Staff should ensure consultation with Course Leaders and Academic Deans to highlight any issues. Staff, with support from awarding body Link Tutors, as necessary, will take responsibility for producing high quality and inclusive resources to support student learning.

xii. Summative assessment should be designed to be in an appropriate way and at an appropriate level and staff will follow designated marking guidance.

xiii. Formative assessment will be well planned and timely so that it informs and drives student learning and achievement.

xiv. Staff must provide high quality feedback to students and comply with published return deadlines.

xv. Staff will offer high quality feedback explaining the standard of work that has been submitted, providing guidance for improvement and supporting students to develop self-assessment skills.

xvi. Staff will ensure that the administrative tasks relating to their own learning and teaching are carried out professionally (including the coordination of newly appointed colleagues where relevant).

xvii. Teachers and their students must be appropriately prepared and are ready to participate - teachers will set a positive example through their own readiness and standards.

xviii. Teachers must understand the students' relative starting points which will be dependent on their entry skills, knowledge, experience and assess how far they have progressed through the planned learning.

3 - Establishing an Effective Learning Community

i. A learning community should be a safe space for challenge and transformation where every individual is valued and respected.

ii. The school's approach to learning and teaching should support a culture of engaging students in the development of the programme and the learning community.

iii. The school should develop opportunities for realistic and professionally authentic learning, linking with employers and within local communities.

iv. The school will encourage and support our students to become responsible for their own part in learning through the development of individual development of critical thinking and questioning.

v. The School will support our students to challenge their own pre-conceptions of the world and to develop their own viewpoint.

vi. The School will work alongside the students to promote resilience and wellbeing for all members of the learning community.

4 - Supporting the Development of Staff

i. Teachers are carefully selected, appropriately qualified and supported in developing their expertise, the school is committed to the on-going development of all staff who support learning and teaching.

ii. The school's approach to academic staff development ensures that learning, teaching and assessment practices are evidence-based, informed by scholarship.

iii. Staff should expect to receive a workload allocation that is fair enabling them to carry out their responsibilities to a high standard, allowing them to contribute to the achievement of the school's strategic objectives and have the opportunity and space for personal development.

iv. The school is committed to building lecturer expertise in curriculum design to provide accessible, diverse learning opportunities with clear paths into employment.

5 - Engaging with the Policy

All members of staff who have any responsibility for delivering and supporting effective learning, teaching and assessment must engage with this strategy and work to achieve the operational outcomes of the school. They should also:

i. Work with peers and managers to use this strategy to improve and develop pedagogies, which in turn will improve the student experience and impact positively on success.

ii. Take part in relevant staff development and scholarly activity to enhance learning opportunities across the curriculum.

iii. Use established channels of communication to feedback views on the impact of this strategy on their practice and the student experience.

iv. The Executive will have oversight of the Learning, Teaching and Assessment Strategy by actively and demonstrably applying its principles to all aspects of their work.

v. They will communicate their decisions, and the strategic thinking behind them, clearly to Academic Managers, Course Leaders and Academic Teams to ensure actions to ensure compliance can be in place in timely and effective manner.

vi. The Executive will also ensure that Learning, Teaching and Assessment Strategy targets are included as a Key Performance Indicators in the annual performance reviews of relevant staff.

Course Leaders/coordinators will take strategic responsibility for ensuring the successful implementation of the Learning, Teaching and Assessment Strategy within their areas of responsibility.

They will also:

i. Ensure that all staff are fully aware

of the Learning, Teaching and Assessment Strategy, and that the strategy is being implemented.

ii. Provide regular feedback to the Executive through the designated communication channels.

iii. Work with staff so that they have to opportunity to express their views and opinions on internal procedures, policies and practices.

iv. Make Learning, Teaching and Assessment targets a key result area in staff performance reviews.

v. Include the Learning, Teaching and Assessment Strategy on relevant School meetings involving appropriate personnel.

vi. Act as change agents for with the implementation of this Strategy.

vii. Contribute to staff development and scholarship activities to facilitate enhanced learning opportunities within the curriculum.

6 - Measuring the FSB progress

Performance relating to the strategy will be measured by external and internal indicators:

- National Student Experience Surveys (NSS)
- Student non-continuation
- Student progression
- Student achievement
- Student engagement
- Staff engagement with academic professional development targets
- Module surveys
- Student representative feedback
- HESA Data
- Partner University quality reports
- Partner University Exam Boards
- Partner University Academic Boards

7 - FSB Strategic Objectives

Goals	Activities	Facilitated through	Outputs	Evaluation
To ensure the induction of Lecturers is effective.	Development through L&T Forum and development days	HR, Learning & Teaching teams	All staff new to teaching in Higher Education to have completed successfully.	Participant feedback. Heads of Learning & Teaching feedback Observations.
To support Academics in the delivery of teaching & learning.	Development of a range of CPD provision for specific aspects of online delivery	HR, Learning & Teaching teams.	Academics supported to deliver effectively.	Participant feedback Observations.
To facilitate Continuing Professional Development for academic staff.	Development schemes, projects, workshops, seminars, tutorials, studies.	L&T department, HR, external guests, partners and other HE institutions	Accreditations A better understanding of schemes and programme developments	Advance HE evaluation Professional qualifications increased External examiners numbers increase among the staff
To improve the assessment literacy of staff and students.	Facilitate assessment calibration for Marking. Trainings on hot to use of feedback Rubric. Review the UG/ PG Generic Marking Scheme.	Learning & Teaching Team. Programme delivery team	Calibration Implemented. Widespread use. Enhanced scheme.	Positive comments from External Examiners Positive comments from staff, students and External Examiners Positive comments from staff, students and External Examiners.


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