

Kanuga, I, Dossa, N., Farine, N., Holly, R., (2011) Learning Teaching and Assessment Strategy for Graduate level International Student. *The University of West London Teaching and Learning Conference 2011*, June 2011

Part of the University of West London (UWL)'s vision is to reach out to students of all ages, abilities and backgrounds, which is underpinned by the institutions' value on diversity: "celebrated through a rich social and ethnic mix" and achieved by one of its core strategic objectives: to improve international recruitment, raise our international profile and target markets that will match our current and emerging academic strengths (TVU strategic plan, 2010 cited in Kanuga, 2010). In 2008/2009 the UK saw a growth rate of international students studying at postgraduate level of 17% on the previous year (UKCISA, 2010 cited in Kanuga, 2010). As part of the PGCERT; lectures from different faculties of UWL carried out limited research amongst teachers and students on the challenges faced in this context. The research concluded the need for an alternative learning, teaching and assessment strategy. A phased strategy was developed inspired by learning strategies offered by Kolb (1984) and Baker (2010) and the e-moderating model of Salmon (2004). The strategy aimed for students to build the necessary employability skills within seven weeks, through the use of blended learning involving an e-learning environment, in this instance pebblepad (Kanuga, 2010). The pilot resulted in 90% pass rate of a cohort of 48 students passing at the first attempt compared to a 45% pass rate of a previous cohort. The aim of the workshop is to encourage debate on how best to prepare international students for assessments, through innovative teaching and learning strategies, when entering a course on level 6 or 7.

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