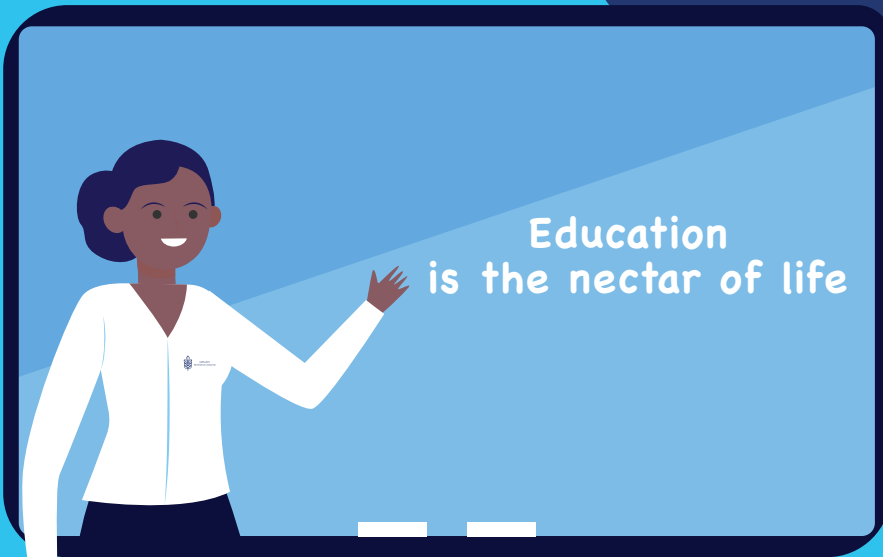




LOGAN  
BUSINESS COLLEGE



Education  
is the nectar of life

# PROGRAMME DELIVERY MODES

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# 1. PREAMBLE

- 1.1** A mode of delivery of higher education learning programmes refers to the instruction method. In general teaching in higher education involves lectures presented to groups of learners. However, emerging technologies have presented several other modes of delivery, which can be amazingly effective than traditional teaching. The mode of delivery is an important consideration in designing learning activities that would help learners develop skills, knowledge and competencies required to achieve the intended module and programme learning outcomes.
- 1.2** Education and Training Providers at tertiary level in Botswana are offering either full-time or part-time learning programmes. The LBC has observed and studied how institutions are presenting their programmes and using Information and Communication Technology (ICT) to adopt best practices. As outcome the College is registered and accredited its learning programmes to offer on full-time and part-time (distance / block release / blended) mode of delivery. At LBC, learning, teaching and assessment strategy for each programme and module must reflect and will adhere to the expected contact time required for full-time and part-time programme delivery modes.

## 2. DEFINITIONS

- 2.1 *Notional Learning Hours:*** The estimated learning time taken by the average learner to achieve the specified learning outcomes of the module or programme. This is not a precise measure but indicates the amount of study and degree of commitment expected. One credit represents ten notional hours.
- 2.2 *Guided Learning or Synchronous Learning:*** Necessitates the learners and lecturer(s) engage with one another and the course /module content in a specific space at the same time, whether face-to-face or virtually (livestreaming of lectures, or an online meeting). Synchronous online activities are also regarded as 'face to face' or 'contact time', as the interaction between learner and lecturer occurs at the same time.
- 2.3 *Independent Learning or Asynchronous Learning:*** When learners engage with learning material or activities at their own pace, from various locations and at various times. Such learning usually takes place via a digitally mediated platform such as Learning Management Systems. Learners are provided with learning chapters or units, which they then complete.

### 3. MINIMUM NOTIONAL HOURS REQUIREMENTS

The estimated guided and independent learning hours requirements for National Credit and Qualification level of the module / programme.

- 3.1 Undergraduate Programmes on BQA NCQF levels 5 to 7 (Certificate, Diploma, Degree):** At least 40% to 45% of the notional hours must be offered via synchronous activities (face-to-face or digitally assisted). 30% to 35% of the notional hours must be offered to learners for Independent Learning or Asynchronous Learning and remaining 20% to 30% must be assigned to assignments or assessments.
- 3.2 Postgraduate programmes on BQA NCQF level 8 (Honours or PG Diploma):** At least 30% to 35% of the notional hours must be offered as synchronous activities (face-to-face or digitally assisted). 40% to 45% of the notional hours must be offered to learners for Independent Learning or Asynchronous Learning and remaining 20% to 30% must be assigned to assignments or assessments.
- 3.3 Postgraduate programmes on BQA NCQF levels 9 and 10 (Master's and Doctoral):** At least 15% to 25% of the notional hours must be offered as synchronous activities (face-to-face or digitally assisted). 50% to 55% of the notional hours must be offered to learners for Independent Learning or Asynchronous Learning and remaining 20% to 35% must be assigned to assignments or assessments.



## 4. PROGRAMME DELIVERY MODES

**4.1 Full-time or Face-to-face learning mode:** The programme module(s) or course is offered in a physical classroom or lecture facility, with lecturers/facilitators and learners all present in person. Summative assessments occur in brick-and-mortar setup. Most of the teaching, learning and assessment is facilitated on campus or in the classroom setup. Full-time delivery mode is in which most LBC programmes / courses are currently offered to full-time learners. At LBC, full-time learning allows for different teaching and learning methodologies to be used and may involve a blend of traditional classroom methods and online interaction.

**4.2 Part-time learning mode:** The programme module(s) or course is offered to provide for learners who are unable to study full-time through Distance or Block Release or Blended learning modes. In these modes, the learning, teaching, and assessment are facilitated after normal working and/or weekends to accommodate those who work full time or lifelong learners or other via blend of traditional classroom methods and online interaction. At LBC, all full-time programme offerings are also available on part-time mode, however part-time offering of the same programme would enable learners to complete it over extended periods with out compromising any academic rigor.

**4.2.1 Distance Learning Mode:** With fully Distance Learning mode, the bulk of the programme module(s) or course is offered via digital technology. Learners, those who admitted in this mode spend only 30% or fewer of their notional learning hours in the face-to-face learning mode of delivery. Therefore, most of the teaching and learning interactions are asynchronous. This mode allows learners to engage with learning material at various times and locations.

**4.2.2 Block Release Learning Mode:** A Learning programme or module delivered in this mode will allow shorter periods of face-to-face teaching and learning through block contact sessions, supplemented with sustained periods of fully online learning. The online sessions will consist of the asynchronous learning - prerecorded videos, PowerPoint tutorials and online reading material and practice quizzes or forum discussions. Assessments could consist of a combination of invigilated tests/examinations in only designated examination centers, and online assessments. However, the learning programme or course take cognizance of the minimum required synchronous teaching and learning hours.

Note: At times some synchronous online activities like webinars and other real-time interaction between learners and lecturers will also take place.

**4.2.3 Blended Learning Mode:** Blended learning retains the best features of face-to-face and combines with appropriate online engagement to enrich and support learners learning experience. This learning mode designed to provide learners independence, flexibility, and continuous engagement. At LBC, this mode reduces the barrier for the enrollment and enable learners to achieve their targeted education.

All mentioned part-time modes must adhere to the minimum contact hours requirements for undergraduate and postgraduate learning programmes, as described above under section 4.2.1.

## 5. EMERGENCY REMOTE TEACHING, LEARNING AND ASSESSMENT MODE

The college is not accredited to offer fully online programmes. However, the college is fully prepared to offer its learning programmes module(s) or courses online to overcome challenges posed by the COVID-19 pandemic or any catastrophic eventualities through emergency remote teaching, learning and assessment mode if required.

- 5.1 During emergency remote teaching and learning period there is need to adapt programme module(s) or course content that was originally designed as face-to-face or blended learning material to a fully online format.
- 5.2 The College academics mostly rely on readily available, institutionally recommended digital technologies and make use of mainstream collaborative tools such as Zoom, Microsoft Teams, Adobe Connect or any other.
- 5.3 Despite various forms of support and guidance, academics might ensure to use college Learning Management System, as the college has already established the necessary professional learning and technical support mechanisms associated with the system.
- 5.4 In addition, College academics will be recommended to consider a simplified, consistent approach to online teaching, learning and assessment, and to aim to limit the cognitive load for learners that are not experienced in primarily self-paced, fully online learning.

