FORWARD COLLEGE
human intelligences

WHITE PAPER

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Foreword from Boris Walbaum

Innovating in education is a tremendous challenge, but now is the time to act. For nearly a decade, not a single month has passed without the publication of a new report on the future of higher education and a call for change. Most interventions point to the same three gaps:

- **The relevance gap.** The rapid acceleration of change in the workplace has generated the need for entirely new skills, especially soft and digital skills. Such skills are not systematically taught by most Higher Education Institutions (HEIs).
- **The effectiveness gap.** In recent years it has become widely apparent that the classroom as we know it is out of step with student needs and their approach to learning. It is high time we aligned teaching methods with recent insights from the pedagogical and psychological sciences.
- **The aspiration gap.** Students no longer aim to excel for the sake of excellence alone, but are in search of a deeper sense of purpose. They seek to define the parameters of their success by themselves, striving to make a lasting difference, engaging in real projects, and actively exploring their own sense of agency and responsibility

There is broad consensus on these problems - but little in the way of concrete suggestions. Although we are beginning to see some courageous attempts to innovate, I believe that a bolder and more holistic approach is needed. Having gained ample experience in the rapidly changing world of higher education - working with the government, as a social entrepreneur, and as a consultant in higher education - I have become convinced that the only real way forward lies in founding a new, more radically innovative institution that is able to confront these challenges head-on.

At Forward College, we propose to bridge the three gaps by doing the following:
- **Being relevant** by promoting a holistic approach to the development of human Intelligence (HIs): **cognitive, but also social, emotional and practical**. Encompassing human intelligence is our remedy for long-term job relevance but also for positive social change and personal fulfilment.
- **Being effective** in our teaching, thanks to a combination of small group teaching and one-on-one tutoring with more innovative approaches that have a proven impact on our students' learning abilities (flipped classroom, structured peer learning, digital learning).
- **Being aspirational** thanks to a relationship-based approach to education, engaging learning methods (active learning and project based learning), an intense

multicultural experience and our attention to promoting a culture of open-mindedness and mutual aid.

The need for Forward College is huge. I have been amazed by the amount of support and encouragement coming from academics and entrepreneurs, pressing me to go forward with these ideas. This is the single most precious gift to entrepreneurs, and I want to thank all of them for their confidence and support.

Executive Summary

In the context of current economic, social and ecological challenges, it is necessary to rethink and redefine the very nature of leadership. Societies, communities, institutions and organisations are rapidly moving away from traditional hierarchical models towards more fluid and adaptable models of cooperation and engagement across complex networks and ecosystems. **Increasingly, leadership is about engaging people for a shared purpose, cutting across different areas of expertise, social and cultural backgrounds, and institutional and organisational structures.**

Positive leadership is also **promoted by business organisations** that are increasingly decentralised, co-operative, and immersed in complex ecosystems of relations. It also provides a more relevant and effective tool for **tackling highly complex, long-term challenges** in areas including ecology, digital transformation, geo-politics, and economic inequality – areas where more traditional, top down approaches have failed to produce adequate responses.

Positive leadership requires us to mobilise a broader, full spectrum of **Human Intelligences (HIs).** This ought to encompass:

- **Cognitive** intelligence, to enable analysis of complex problems, rigorous critical thinking, creative problem solving, and constant intellectual flexibility
- **Social** Intelligence, to engage people across different areas of expertise, cultures, and organisations
- **Emotional** intelligence, to manage one's own balance, be mindful of others, and tap into the extraordinary potential of emotions for creativity and communication
- **Practical** intelligence, to organise decision making processes, orchestrate effective problem solving, cut through complexity, and deliver lasting change harnessing the extraordinary potential of technologies

In order to help our students develop this full spectrum of Human Intelligences, Forward College relies on the principles of 'experiential learning'. Instead of simply imparting knowledge, our tutors provide students with the tools, skills, and strategies that will enable them to become active learners in their own right, gaining a much deeper, operational understanding of any problems they will be called on to resolve. This is why Forward College integrates formal **studying, doing, and living** into a **holistic learning experience.**.

Our programmes have been designed with the collaboration of 60+ recruiters and higher education experts throughout Europe. They aim to reconcile academic tradition for excellence with innovation for relevance. These programmes include:

- A formal and fully accredited academic bachelor degree designed and accredited by world-leading academic institutions.
- Forward College in-house tutoring builds on the tradition of Oxbridge and American Liberal Arts Colleges. This includes high-quality teaching by highly trained full time academic staff, 100% small-group teaching (15 students on average), flipped classroom seminars and weekly one-on-one tutorials.
- An innovative Leadership Programme where students engage in team projects that reflect their own aspirations for social change. Students learn how to apply design thinking to their goals, and are trained to improve their digital skills to increase their impact. The programme also includes personal development sessions (stress management, decision making, dealing with and harnessing emotions…) and one-on-one coaching sessions.
- A community expedition with dedicated learning and working spaces and student homes in three different cities (Lisbon, Paris and Berlin). Exposure to cultural and social diversity, combined with open mindedness and mutual aid is one of the most powerful ways to open minds and hearts.

1 Renewing skills, renewing leadership

1.1 *The need for a new form of leadership*

Societies and businesses are rapidly evolving, moving away from traditional hierarchical models towards more fluid and adaptable principles of cooperation and engagement across complex networks and communities **Increasingly, leadership is about engaging people for a shared purpose, cutting across different areas of expertise, social and cultural backgrounds, and institutional and organisational structures.**

Such new forms of **"positive leadership"** reflect the changing aspirations of younger generations who wish to develop a deeper sense of purpose, of employees wanting to feel engaged instead of being "managed", of citizens who seek to participate more actively in decision-making processes. Positive leadership is also **promoted by business organisations** that are increasingly decentralised, co-operative, and immersed in complex ecosystems of relations. It also provides a more relevant and effective tool for **tackling highly complex, long-term challenges** in areas including ecology, geo-politics, and economic inequality – areas where more traditional, top down approaches have failed to produce adequate responses.

These changes **have already modified employer expectations[1].** The *Skills for Jobs Database* produced by the OECD highlights how, in almost all the countries surveyed[2], there is a shortage of skills such as adaptability, co-operation, initiative, leadership, and persistence. We are also confronted with a lack of skills "related to either creativity (deductive and inductive reasoning and fluency of ideas) or social intelligence (co-operation and social perceptiveness)"[3]. Skills mismatch, as the OECD shows, "entails large costs for individuals, employers, and society"[4] via wages and job satisfaction at the individual level, high turnover and limited business development at the level of the employer and society at large. The fluctuating nature of work has revealed how **a strong set of transversal skills** - mainly soft and digital - is essential for graduate students wishing to be competitive in a rapidly evolving labour market. The ability to work as part of a team, to deploy technology effectively, to learn flexibly, to communicate clearly, as well as adapting to and learning from different

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[1] https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/
[2] Spain, Italy, France, United Kingdom and South Africa
[3] OECD (2017). "Evidence from the Skills for Jobs Database and the state of skill imbalances today", in Getting Skills Right: Good Practice in Adapting to Changing Skill Needs: A Perspective on France, Italy, Spain, South Africa and the United Kingdom, OECD Publishing, Paris,https://doi.org/10.1787/9789264277892-4-en. (p.42)
[4] OECD (2017). Getting Skills RIght: Skills for jobs indicators , OECD Publishing, Paris (p. 47)

contexts are attributes that employers are actively looking for[5]. However, their demands are not fully met by the current higher education system.

Significantly, the needs of employers are mirrored in the demands of current students, who similarly point to insufficient educational provision for soft and digital skills. During World Youth Skills Day in 2020 – organised by the World Economic Forum at the height of the 2020 Covid-19 health crisis - conversations between young people from very different cultural backgrounds highlighted a number of shared concerns in regard to their education curricula. It was felt that insufficient attention was being paid to the promotion of soft and digital skills, and younger generations expressed a heightened desire for an education system and learning methods that deliberately fosters their ability to generate positive change[6].

The curriculum at Forward College is built to connect the demands of students with the requirements of prospective employers, starting from a working definition of leadership as "an intentional, collaborative, and values-based process that leads to positive social change"[7]. Leadership at Forward College is a relational and multifaceted process, and - most crucially - the outcome of a collective learning experience.

1.2 *Leadership and the full spectrum of human Intelligences*

To train "emerging adults"[8] according to an positive leadership model, Forward College aims to leverage the full potential of human intelligences[9]. Following cross-institutional analysis conducted in Europe[10], the Forward team has benchmarked 20 skills and more than 80 baseline skills[11], organised into four complementary forms of intelligence essential to future graduates (see fig. 1). Forward College's holistic approach does not focus solely on students' cognitive - e.g. knowledge, rational and analytical skills - but also nurtures emotional, social and practical intelligences (incl. Technological savvyness).

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[5] https://www.oecd-ilibrary.org/docserver/218525261154.pdf?expires=1599843436&id=id&accname=guest&checksum=1288DCD5A72339631FCF39155A1ABB60

[6] https://www.weforum.org/agenda/2020/07/reimagining-future-skills-what-we-learned-young-people/

[7] Komives, S. R., Wagner, W., & Associates. (2009). *Leadership for a better world: Understanding the social change model of leadership development*. San Francisco, CA: Jossey-Bass.

[8] Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*(5), 469–480. https://doi.org/10.1037/0003-066X.55.5.469

[9] The notion of human intelligences draws on Gardner's work around multiple intelligences and the literature its constructs inspired in the field of education. As many commentators, as well as Gardner himself, argue there are some limitations to the notion of multiple intelligences however this theorisation has helped educators and policy makers to redefine the scope of their practices as well as of formal education itself.

[10] Elene4work "Self evaluation tool" Retrieved August 2020: http://elene4work.eu/project-outputs/self-evaluation-tool/

[11] OECD "Competency Framework" Last Modified November 28, 2014. Retrieved at: https://www.oecd.org/careers/competency_framework_en.pdf

Cognitive

What: learning how to learn, understanding of global challenges, subject foundations and application, critical thinking, problem solving, inquiry & creativity

How: LSE & KCL curricula, Flipped classroom, skills workshop, one on one tutoring

Social

What: Communication, networking, collaboration, influence, intercultural awareness

How: international journey, **teamwork, co-living,** personal development

What:
- Self efficacy, adaptability, decision making, project management, digital skills (AI, UX design, social network...)

How: Entrepreneurial projects in teams, digital bootcamp, skills workshop, international journey

What: Growth mindset, resilience, self awareness, stress management

How: Personal development, friendship

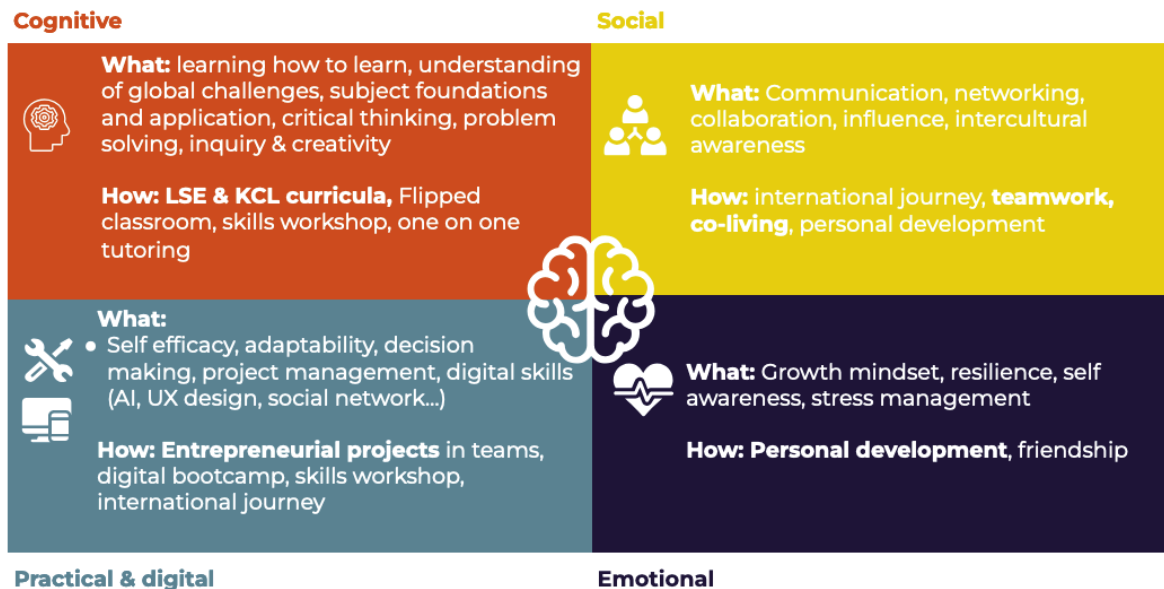**Practical & digital**

Emotional

Figure 1: Learning outcomes of Forward College

Cognitive intelligence, encompassing both rational and cognitive abilities. Cognitive intelligence encompasses the ability to learn and remember, as well as the development of subject-specific competence. Cognitive intelligence is therefore fundamental for retaining, analysing, and producing information, as well as for thinking critically and logically about a specific problem. Through rational thinking, information is used to direct one's decisions as well as to build an internally coherent framework for action. Cognitive abilities (memory, speed on information processing etc) are easily tested through conventional assessment methods, and have been long considered good predictors of academic and professional performance[12]. Recent research, however, has suggested with increasing confidence that academic and professional performance is equally determined by one's ability to identify, understand, regulate, and employ human emotions. This is the reason why learning activities at Forward College are designed to ensure that cognitive and rational intelligence is always cultivated alongside emotional intelligence.

Emotional intelligence has been defined as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and

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[12] Côté, S., & Miners, C. (2006). Emotional Intelligence, Cognitive Intelligence, and Job Performance. *Administrative Science Quarterly, 51*(1), 1-28. Retrieved September 2, 2020, from http://www.jstor.org/stable/20109857; Toomey, N., & Heo, M. (2019). Cognitive ability and cognitive style: Finding a connection through resource use behavior. *Instructional Science, 47*(4), 481–498. https://doi.org/10.1007/s11251-019-09491-4

intellectual growth"[13]. Emotional Intelligence also involves the ability to use this knowledge to enhance thinking and to inform one's actions,[14] and is increasingly considered as a good indicator of positive academic outcomes[15] as well as job performance[16]. Furthermore, research shows that emotional intelligence is beneficial both for individuals and institutions: it improves communication skills, facilitates effective interpersonal interaction, enables the emergence of a shared sense of purpose, and has a positive impact on decision-making processes. For these reasons emotional intelligence is now at the center of employee development programs and business school curricula[17].

Theoretical work suggests that emotional intelligence - understood as the ability to recognise, understand, acknowledge, and regulate emotions - can be taught, cultivated, and harnessed in order to achieve personal goals[18]. The regulation of emotions is beneficial also to students in higher education since it enhances stress control and time-management. By foregrounding the importance of emotional intelligence. Forward College simultaneously aims to enhance student wellbeing in the short term, and to foster their personal and professional development in the longer term.

One's ability to understand others, "get along with" them, comprehend social norms, values, customs, and expectations is defined as **social intelligence**. Social Intelligence is both cognitive (knowledge about how to 'decode' input from others) and behavioural (the ability to act on that knowledge)[19]. Socially intelligent people are active listeners and good verbal communicators since they understand the need to adapt to their environment. Research shows that social intelligence is linked to effective organisational leadership[20] and therefore highly prized by prospective employers. This is why at Forward College social intelligence is cultivated through a series of learning experiences aiming at enhancing students' ability to communicate effectively, listen attentively, mediate between different positions, and mobilise their network through empathy and persuasion in order to achieve a shared objective. The pedagogical ethos of Forward College places specific emphasis on the need to develop social intelligence, as a key to future success in a wide range of professional environments or in further academic study.

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[13] Mayer JD, Salovey P. (1997). What is emotional intelligence? In *Emotional Development and Emotional Intelligence*, ed. P Salovey, DJ Sluyter, pp. 3–31. New York: Basic Books.
[14] Mayer JD, Roberts R, Barsade SG. (2008). Human abilities: emotional intelligence. *Annu. Rev. Psychol.* 59:507–36
[15] MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin, 146*(2), 150–186.
[16] Myers, L. L., & Tucker, M. L. (2005). Increasing Awareness of Emotional Intelligence in a Business Curriculum. *Business Communication Quarterly*, *68*(1), 44–51. https://doi.org/10.1177/1080569904273753
[17] Côté, S., & Miners, C. (2006). Emotional Intelligence, Cognitive Intelligence, and Job Performance. *Administrative Science Quarterly, 51*(1), 1-28. Retrieved September 2, 2020, from http://www.jstor.org/stable/20109857;
[18] MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin, 146*(2), 150–186; Victor Dulewicz & Malcolm Higgs (2004) Can Emotional Intelligence be developed?, The International Journal of Human Resource Management, 15:1, 95-111, DOI: 10.1080/0958519032000157366
[19] Lievens, F., & Chan, D. (2010). Practical intelligence, emotional intelligence, and social intelligence. In J. L. Farr & N. T. Tippins (Eds.), Handbook of employee selection (pp. 339-359). New York, NY: Routledge/Taylor & Francis Group.
[20] Zaccaro, S. J. (2002). *Organizational leadership and social intelligence*. In R. E. Riggio, S. E. Murphy, & F. J. Pirozzolo (Eds.), *LEA's organization and management series. Multiple intelligences and leadership* (p. 29–54). Lawrence Erlbaum Associates Publishers.

Given the rapidly shifting global environment, leaders and recruiters attach increasing importance to qualities such as intellectual agility, personal adaptability, and situational responsiveness. Such skills constitute the foundations of **Practical Intelligence**, determining one's ability to make informed decisions and initiate pertinent action in a specific context that entails uncertainty. Practical intelligence thus relies on the ability to formulate sound intuitive assessments of particular situations, often as part of an evolving scenario of multiple challenges, and requiring a substantial degree of meta-cognitive self-awareness[21]. This is why the Forward College curriculum includes ample provision for developing practical Intelligence - notably through project based learning and an internship but also learning to live autonomously in a community of peers. Practical intelligence encompasses digital skills as these technologies mediate and therefore *alter* the structure and nature of personal and professional relationships, leading to profound transformations of the working environment. At Forward College, students are given the opportunity to **learn the basics of information systems, data analysis, social networking and web marketing, coding, algorithms, AI and cybersecurity.** They are able to conduct internships at tech start-ups, and they will be asked to engage directly with developers. During their second year of study they will embark on a year-long project, aiming to harness innovative technologies to achieve meaningful change in a business, public-sector, or community environment.

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[21] Sternberg RJ Forsyth GB Hedlund J Horvath JA Wagner RK Williams WM Snook SA Grigorenko EL *et al.* (2000) Practical intelligence in everyday life (Cambridge, Cambridge University Press)

2 Nurturing human Intelligences through Experiential Learning

2.1 *What is Experiential Learning?*

In order to enhance the 4 forms of human intelligence, it is fundamental to recognise **the centrality of experience as a driver for learning.** Research has shown how an active, student-centred approach is both more engaging and more effective in supporting students [22] than a teacher-centred approach, where students predominantly play a passive role at the receiving end of knowledge transmission.

Experiential learning is rooted in a long tradition of educators, such as John Dewey and Maria Montessori. Experiential learning is made possible by a balanced integration of affective and cognitive processes,[23]. And has been proven to enable considerable improvement in overall academic performance[24]. Moreover, experiential learning facilitates the development of critical and analytical thinking, enhances problem-solving abilities, fosters independent learning and initiative, and has positive effects on student wellbeing[25].

Experiential learning presupposes a fundamental transformation of the relationship between teachers and students. Within an institutional educational setting, this often entails major changes in management, timetabling, and the allocation of resources[26], and attempts to implement experiential learning in traditional HE institutions have often been very challenging.[27] A newly founded institution like Forward College, by contrast, is able to build its entire programme of learning activities on the foundational principles of active and experiential learning.

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[22] Lea, S. J., D. Stephenson, and J. Troy (2003). Higher Education Students' Attitudes to Student Centred Learning: Beyond 'educational bulimia'. Studies in Higher Education 28(3), 321–334; O'Neill, G., and T. McMahon. 2005. Student-centred Learning: What Does it Mean for Students and Lecturers? Dublin: AISHE. http://www.aishe.org/readings/2005–1/toc.html.

[23] O'Neill, G., and T. McMahon. (2005). Student-centred Learning: What Does it Mean for Students and Lecturers? Dublin: AISHE. http://www.aishe.org/readings/2005–1/toc.html.

[24] Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences of the United States of America, 111(23), 8410–8415. https://doi.org/10.1073/pnas.1319030111

[25] Brulé, G. and Veenhoven, R. (2014). Participatory Teaching and Happiness in Developed Nations. Advances in Applied Sociology 04(11):235-245

[26] Attard, A., E. Di Lorio, K. Geven, and R. Santa. (2010). Student-centred Learning – Toolkit for Students, Staff and Higher Education Institutions. Brussels: European Students Union. http:// www.esib.org/index.php/Publications.

[27] Alan McCabe & Una O'Connor (2014). Student-centred learning: the role and responsibility of the lecturer, Teaching in Higher Education, 19:4, 350-359, DOI: 10.1080/13562517.2013.860111
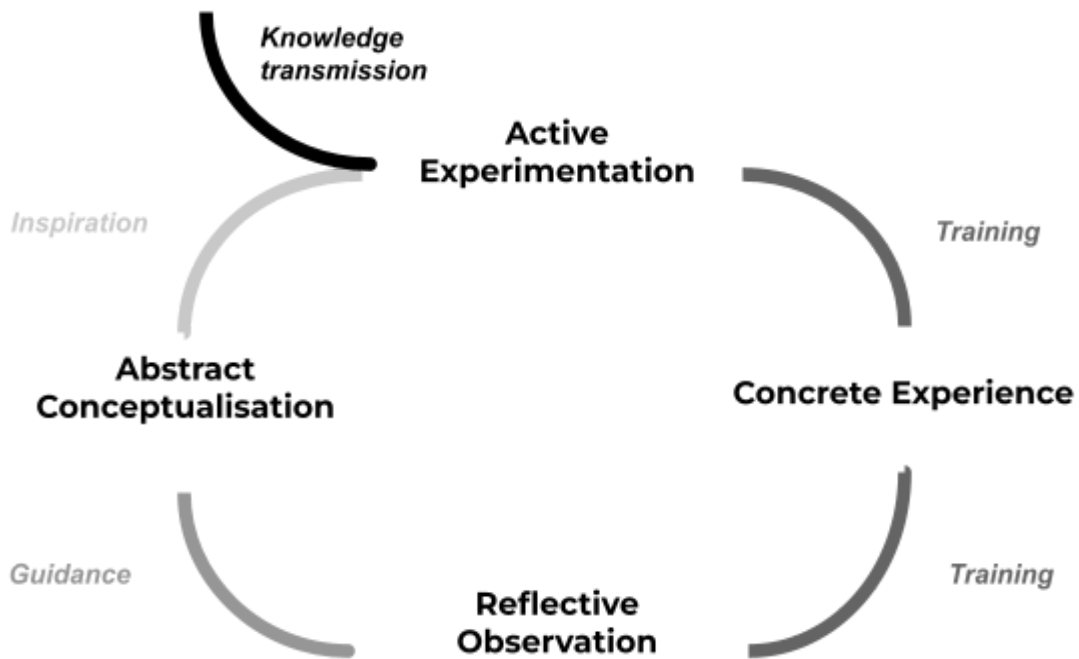
Figure 3: Kolb's learning cycle

Inspired by Kolb's work, Forward College has designed a set of learning activities that both mirror and stimulate the experiential learning cycle (fig 3). The reiterative nature of the learning cycle ensures that students develop a deeper grasp of the knowledge acquired, but also ensures the continued relevance of that knowledge, rendered operational by further instances of practical experimentation-and-reflection.

2.2. Experiential learning at Forward College

Following this approach, teaching is flipped: knowledge is shared with Forward students via carefully curated content through VLEs (Virtual Learning Environments), supplemented by specific tasks and objectives to lend a clearer sense of focus and purpose to student learning experiences. Self-regulated and peer learning activities ensure that students navigate texts and data independently, before embarking on a series of tasks that both enhance their understanding and test their preparation. Flipped classroom and tailored workshops train students to learn by doing and enhance their ability and curiosity to pursue their own learning outcomes.

Experiential learning in the classroom also serves as an effective preparation for tackling concrete, real-life challenges in the workplace. Students will hone their skills further by engaging in extended group projects designed to achieve real change in the community at large, sometimes through partnerships with external stakeholders. Student projects are

guided and supported by dedicated "Leadership Fellows" (see section 2.4 below), and will be helped to reflect on, and learn from, their own experiences in carefully structured ways.

Mentoring and continuous personal feedback on performance are central to the pedagogical approach that characterises teaching at Forward College, as it is discussed in greater details in the following sections of this paper. This approach ensures that students' strengths are nurtured, and tailored interventions can be provided in a timely manner. Such a process is designed to inspire Forward Students to actively participate in social transformation at small scale together with their peers and tutors before embarking for their professional life.

2.3. Implications for teachers and students: supporting independent learning

In order to make this form of active-learning experiences possible, **a new contract between teachers (fellows) and students** is required where each of them fully understands that **teaching is about making learning happen.** This means that **Fellows should be working at becoming less and less central to students' learning.**

Students are asked to become 'actively responsible for learning', taking on the role of 'proactive authors of their learning experiences'. Such an approach brings its own challenges for students[28]. But autonomy shouldn't be taken for granted. Forward College has designed its first year as a journey towards autonomy that supports this gradual transition from more conventional, teacher-centred settings towards an experiential approach within a community of active learners. As learning embraces all forms of human intelligences, these provisions also cover social, emotional and practical intelligences.

Fellows are asked to abandon the traditional role of "content director", acting instead as facilitators and moderators of a more participative learning process, cultivating the needs and aspirations of each individual student as part of a group[29]. This means Fellows are not mainly performers in the classroom but also coaches of a learning process that stretches well beyond the classroom. 1:1 tutorials are the moment when Fellows embrace this full cycle to support students' learning from course preparedness, to class preparation, peer learning, engagement in the classroom, preparation for assessments and feedback on these assessments (see below). **The clarity of expectations, the effectiveness of their methodological support, the quality of instructions before class, the relevance and breadth of the learning material, and the relevance of the opportunities to train and practice become even more instrumental for the quality of the experiential learning process**.

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[28] O'Neill, G., & T. McMahon. (2005). Student-centred Learning: What Does it Mean for Students and Lecturers? Dublin: AISHE. http://www.aishe.org/readings/2005–1/toc.html.

[29] Alan McCabe & Una O'Connor (2014). Student-centred learning: the role and responsibility of the lecturer, Teaching in Higher Education, 19:4, 350-359, DOI: 10.1080/13562517.2013.860111

2.4 Experiential Learning, admissions and assessment

The pedagogical approach that characterises Forward College has also shaped our admissions process. Candidates are initially asked to share their real or predicted academic achievements, their ability to master foreign languages, and their proficiency in English. This data is used to predict a student's ability to engage with a demanding programme of study. In addition to supplying evidence for their strictly academic/cognitive potential. However, students are asked to identify a wider set experiences that demonstrate their appetite and ability to grow other forms of intelligences through unconventional forms of learning. During the interview, prospective students are asked to explain their motivation for the Forward experience and reflect on these extra curricular experiences.

Throughout the year, students are able to track their progress against our 4 human intelligences model (the Skills Compass). Each assessment results in a grade and a skills grid allowing students to translate their grade in terms of skills linked to the Skills Compass. Once a year, students receive a full feedback on their 4 intelligence. This **360° feedback** compiles the input of a selected pool of reviewers among their team mates, friends at Forward, academic Fellows, leadership Fellows, and external stakeholders they consider to be best placed to assess their progress. The result is **non evaluative**. It offers each student the opportunity to reflect on their leadership profile against the 4 intelligences, assess their **progress** year after year and define their **priorities** vs. their career aspirations.

This exercise is mediated and supported by a personal coach during 2 sessions in relation with the personal tutor. Positioning and evaluation exercises are logged in the student's portfolio alongside feedback from staff and faculty. The priorities resulting from the coaching sessions are reflected in the Student's Individual Plan.

3. The three pillars of Forward College

3.1. Introduction: the 3 pillars and human intelligences

The educational program of Forward College rests on **3 pillars:** the **Academic Bachelor either designed by** world-leading Universities or Forward College; the **Business & Leadership** programme - that can take the form of a full Bachelor's degree in combination with an academic programme - awarded by Forward College; and the **Community Exploration** which changes yearly as part of our rotating programme (3 years / 3 countries). Each of these three elements contributes to providing a fully rounded learning experience enhancing student development with reference to all 4 human intelligences as shown in the table below.

Forward Pillars	Cognitive Intelligence	Emotional intelligence	Social intelligence	Practical intelligence
Academic	+++		++	
Business & Leadership	++	++	++	+++
Community expedition		++	+++	++

In the context of the **Academic Bachelor**, Forward students enrol in a program of their choice in the Social Sciences, Humanities and/or data science or Computer Science. While the content and syllabus may be designed by partner universities, such as the University of London, teaching is delivered in-house by our own teaching fellows, supported by tailored, small-class teaching embedded in the most innovative pedagogical research, and designed with the aim of ensuring excellent results and timely progression.

The learning activities designed to support student progress on the Academic Bachelor rely on the **flipped classroom model,** the promotion of **independent learning** strategies, and the need for regular weekly assessment and personalised tutor feedback. Flipped learning[30] is

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[30] Petersen, A., Craig, M., Campbell, J., & Tafliovich, A. (2016). Revisiting why students drop CS1. *Proceedings of the 16th Koli Calling International Conference on Computing Education Research*, 71–80.

premised on the notion that students will engage in focused and task-specific preparation before their class, in order to ensure that key concepts and skills have been mastered and maximise the amount of time available for active in-class learning:

1. **Individual and peer learning**: The content traditionally delivered in large expository 'lectures' is delivered to students online in the form of learning material (recorded expository introduction, written introduction, existing videos, reading instructions, individual and group assignments…).

2. **Seminars**: during seminars (small group teaching), academic fellows primarily act as facilitators and moderators of in-class discussions, debates, group exercises, simulations and/or problem-solving challenges.

3. **Consolidation:** Preparation for formative assessments is the opportunity to consolidate knowledge and focus students' efforts on the skills that are most critical to their performance (following the previous feedback sessions). Revision sessions are organised specifically to prepare students for the upcoming assessment.

4. **Feedback loop**:
   a. Weekly formative assessments enable students to monitor their progress in terms of both knowledge and skills (subject specific and transversal such as critical skills, problem analysis, argumentation, essay-writing, problem solving, communication…). When assessment is fully summative, formative assessments should be a direct opportunity for students to train in order to maximise their performance at the exams which implies a setting that mimics exams conditions as much as possible
   b. Weekly (mostly) **1:1 tutorial sessions** allow fellows to discuss the student's performance during the last formative assessment and to discuss recommendations to improve their performance exploring specific steps of their learning process that require more focus / practice (see below).

The Programme (incl. the Bachelor's) **in Business Leadership** is designed to foster the holistic development of human intelligences beyond strictly cognitive and subject-specific skills. **It incorporates two broad elements: personal development and project-management skills.**

- **Personal development** facilitates individual growth and adaptability with specific reference to practical challenges in a wider professional and social environment, while also supporting learning performance. Personal development activities address different skills mainly within the social and emotional intelligences such as stress-management, uncertainty-management, adaptability, emotions literacy, resilience, active listening, empathy, and communication skills.

- **Project Based Learning** offers students the opportunity to develop and leverage practical and academic knowledge to design innovative, interdisciplinary solutions to real-life challenges. Here, alongside the necessary cognitive, and social skills - which are fundamental to understand and elaborate information and act on it as part of a

team - Forward students also develop their practical skills in different disciplines across various geographical and cultural contexts.

The 4 intelligences are also at the core of the **Community Exploration component** of our programme. Students work within learning communities and share living and working spaces. With their peers, students participate in the exciting experience of exploring a new country each year, adapting to, and working in a new context. Their geographical location also works as an inspiration for acquiring further knowledge through cultural activities, conferences and workshops with local experts and business and community leaders. This will help students understand how contextual and intercultural skills play a fundamental role in helping them to understand how their other skills can be effectively leveraged to make positive and long-lasting changes within specific cultural contexts.

Such a full and intense learning journey is meticulously recorded in a personal **portfolio of experiences** that accompanies Forward students throughout their programme.[31] This portfolio is a living and working document that traces the progression and accumulation of each student's activities, projects, and experiences. This unedited and evolving log-book will eventually provide students with the raw materials used to produce a more carefully edited 'Showcase portfolio'. Such a 'showcase portfolio' will present a condensed and formalised overview of their learning trajectory and multiple activities for the benefit of future recruiters and employers. Recording their activities in such a manner will also empower students to manage their own learning, and provide ample opportunities for reflective practice and self-assessment throughout their degree programme. Most importantly, it will train them to develop a healthy habit of self-guided learning and reflection that will benefit them throughout their later lives and careers.

3.2. *The academic Programme*

Forward College students pursue an Academic programme (most of the time a Bachelor's in itself) that suits their interests and fits their ambitions (see website for annual updates). To ensure a timely and successful completion of their chosen degree, students are supported by a team of Teaching Fellows with strong academic expertise in their chosen area of study.

The learning experiences tied to the Academic Bachelor (fig.4) pursue three main aims:

- the acquisition of **subject-specific knowledge and skills**
- The mastery of transversal **cognitive skills**, such as critical thinking, data analysis, interpretation… requiring some kind of lateral application

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[31] We draw inspiration from the concept of the 'showcase portfolio' as described by Dilly Fung. See Fung, D. (2017). *A connected curriculum for higher education.* London: UCL Press. https://doi.org/10.14324/111.9781911576358

● the development and consolidation of **lifelong learning skills** that are not, meanwhile, specific to the academic bachelor

The success of the students' learning experience is organised as described in the chart below. This cycle detail the 4 steps of the academic learning process described in section 3.1: individual and peer learning, seminar, consolidation and feedback loop.

3.2.1 Individual and peer learning before the seminar

Following a predefined schedule of readings, tasks, focus questions, and activities, students engage in a sequence of learning situations that should not take them way beyond **5 to 8 hours** for a weekly course:

- **Individual learning:**
    - Getting an **overview** on the key concepts and instructions for the week in relation to past weeks. It is important to present the logic behind the instructions so that students understand the purpose and are able to prioritise their work. This overview may be shared with the students in the form of a short memo or, ideally, a recorded presentation. Introductory sessions should be concise. The **availability and organisation of the learning material on the VLE should comply with Forward guidelines**
    - Possibly playing a recorded **lecture** on specific topics of particular importance or complexity. They may alternatively rely on existing lectures available on the web (potentially via plans with academic providers such as EdEx, Coursera or Datacamp) signposted to them by the Fellow..
    - Diving deeper into the content through clear and prioritised reading instructions.
    - Practising through basic or more sophisticated application exercises

- **Peer learning**: Students are organised in learning cells or study groups of 2-4 students. The structure has a twofold purpose: on the one hand it enables students to verify their understanding of key concepts in collaboration with their peers, thus facilitating the development of communication and collaboration skills while sharpening their subject-specific understanding; on the other hand, peer-learning trains students to develop productive habits of self-criticism, mutual assistance, and effective strategies of lifelong learning. who are supposed to entertain mutual support and achieve when relevant academic group work in relation to the upcoming seminar:

    - **Mutual aid** is a highly beneficial activity for both the ones who are supported who progress in their understanding of the content and those who support

learning as it is the best way to make sure one has deeply understood the concept. Although it may be a significant investment from some students it develops their teaching skills that are highly valued in managerial roles. Students will be introduced to handling such sessions, Fellows are encouraged to make sure that learning cells work effectively and support them if need be encouraging them to share their challenges during these sessions, being honest to one another, valuing the benefit of supporting other students, suggesting a structure to their discussion (examples of prompts to facilitate identification and discussion on challenging points). Mutual support should take place mostly during in presence discussions in addition to more informal and continuous digital messaging.

- In order to emulate students, Fellows may assign **tasks** to learning cells. These take the shape of a set of questions students can ask each other, a preparation for a debate or simulation in class, brief tasks that need to be solved together. The constant emphasis on the applicability of theoretical knowledge during in-class problem solving simulations will ensure that theoretical knowledge is rendered operational, facilitating 'deep' as opposed to 'superficial' learning[32].

- Peer learning will be monitored to ensure its efficiency. If adequately structured, peer-learning becomes an efficient way to consolidate core knowledge and to enhance reflection and critical thinking, while training **communication skills**, **social skills** and **emotional skills** at the same time[33].

- Students should be encouraged to share their feedback (perceived difficulty and added value) on the learning material as much as possible so as to help the Fellow make adjustments for the following year. Student generated content should also be encouraged to enrich learning material and peer to peer dynamic learning.

This arrangement seeks a whole set of learning benefits: working through VLE stimulates the development of a set of skills such as **time management**, **autonomy, responsibility** and **organisation**[34] central to the enhancement of practical intelligence. In on-line learning environments self-regulation is essential to ensure good results[35], and this is increasingly considered a valid indicator of future professional performance. Research also suggests that

[32] Pickford, R (2016). Student Engagement: Body, Mind and Heart – A Proposal for an Embedded Multi-Dimensional Student Engagement Framework. *Journal of Perspectives in Applied Academic Practice*, 4 (2). ISSN 2051-9788 DOI: https://doi.org/10.14297/jpaap.v4i2.198

[33] Topping, Keith J. (2005). Trends in Peer Learning. Educational Psychology, 25(6), 631–645. https://doi.org/10.1080/01443410500345172; Boud, D. (1988). Moving towards autonomy. In David Boud (Ed.), Developing student autonomy in learning (2nd ed, pp. 17–39). Kogan Page.

[34] Broadbent, J., & Poon, W. L. (2015). Self-regulated learning strategies & academic achievement in online higher education learning environments: A systematic review. *The Internet and Higher Education*, 27, 1–13. https://doi.org/10.1016/j.iheduc.2015.04.007

[35] Lee, D., Watson, S. L., & Watson, W. R. (2020). The Relationships Between Self-Efficacy, Task Value, and Self-Regulated Learning Strategies in Massive Open Online Courses. *The International Review of Research in Open and Distributed Learning*, 21(1), 23–39. https://doi.org/10.19173/irrodl.v20i5.4389

proficient self-regulated learners also benefit from enhanced development of their affective and cognitive skills[36].

The structure of peer learning sessions will be progressively relaxed as students progress, fostering the students' ability to self-regulate, manage time, organise work, and define priorities. The scaffolding of essential peer learning skills culminates in the third year of the undergraduate programme when students are encouraged to participate in **peer teaching and coaching** to support Year 1 students in subject-specific tasks. Peer teaching sessions are preceded by seminars on key pedagogical strategies, and on the use of learning technologies. They are oriented towards supporting problem-solving, providing feedback on essay structure, or on exam questions. In the process of peer teaching, more experienced students consolidate their knowledge, initiative, and leadership abilities while working on essential listening and communication skills[37].

3.2.2. Flash quizzes and seminars

Prior to seminars, it is highly recommended to organise flash tests (5-10min).

As research demonstrates, the introduction of such low-stake continuous assessments ensures student participation in class activities, and appears to have a positive effect on their motivation and hence engagement[38]. Weekly flash tests for each course are an invaluable tool for monitoring student mastery of the basic concepts and techniques and to indicate timely intervention. Repeated unsatisfactory performances on these tests are discussed during one-to-one sessions with academic tutors. Individual tutorials are crucial to improve performance, and allow for discussion of subject-specific knowledge, feedback on learning strategies, and discussion of personal issues impacting learning activities.

Such tests are also useful to the design of the flipped classrooms, in which students actively apply the knowledge acquired during the individual and peer learning session. In case of unsatisfactory results, Fellows may adjust their class design as students' overall strengths and difficulties with the material indicate how Fellows should allocate their time and efforts during the session. These quizzes may be prepared by peer mentors under the supervision of academic fellows who should vet them.

As already stated, during seminars (small group teaching), academic fellows primarily act as facilitators and moderators of in-class discussions, debates, group exercises, simulations and/or problem-solving challenges. Open discussion, debate and collective feedback aim to support a culture where students not only feel comfortable about asking for clarification and

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[36] Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist*, 34(10), 906–911. https://doi.org/10.1037/0003-066X.34.10.906; Pressley, M. (1995). More about the development of self-regulation: Complex, long-term, and thoroughly social. *Educational Psychologist*, 30(4), 207–212. https://doi.org/10.1207/s15326985ep3004_6

[37] Duran, D., (2016). Learning-by teaching, Evidence and implications as a pedagogical mechanism. *Innovations in Education and Teaching International, 54*:5, 476-484, DOI: 10.1080/14703297.2016.1156011

[38] Holmes, N. (2018). Engaging with assessment: Increasing student engagement through continuous assessment. *Active Learning in Higher Education*, 19(1), 23–34. https://doi.org/10.1177/1469787417723230

sharing doubts but also feel that they are improving theirs and their colleagues' learning experience.

3.2.2 The feedback loop

Following each seminar, Fellows draft collective class feedback that will address some of the recurrent questions and difficulties raised in class, identifying specific key concepts and background materials and, if necessary, proposing a series of further steps to improve personal learning strategies.

In order to assess their progress, students take **weekly formative tests** in an exam-like setting. Weekly formative assessments are designed by Forward College Fellows on the basis of past exams papers from the University designing the academic Degree. They contribute to the enhancement of our students' self-awareness, help them refine their independent learning strategies[39], and reinforce student motivation[40]. Student performance is evaluated against assessment criteria defined for a certain type of formative test (such as essays, quantitative exercises…). Thanks to a deep understanding of these criteria, students can develop effective self review / assessment strategies as well as peer review / assessment strategies their accelerate their learning and transversal skills development. This is a powerful way of empowering students as autonomous learners.

Tutorials are the moment when formative assessment is discussed one on one between each student and his/her Fellow. After a few sessions, **tutorials are flipped** in order to maximise their impact: the grading grid / comments are communicated to the students in writing before the tutorial with a short assignment designed to help them spot their own shortcomings and suggest improvements. This is discussed during tutorials that take the form of one-on-one (or one on two when relevant with an extended duration) meetings with the Fellow in charge of the module. At the end of this tutoring sessions, students should be clear about their priority(ies) and how to make progress and train going forward.

Underperforming students may be recommended for academic mentoring ensured by senior Forward students.

The regular assessments that students perform, and the routine individual and group feedback that they receive, are central to supporting intellectual and cognitive engagement. **Feedback** is a crucial element of the formative process that allows students to become fully

[39] Panadero, E., Broadbent, J., Boud, D., Lodge,J.M. (2019). Using formative assessment to influence self- and co-regulated learning: the role of evaluative judgement. *Eur J Psychol Educ* 34, 535–557 . https://doi.org/10.1007/s10212-018-0407-8;

[40] Leenknecht, M. Wijnia,L., Köhlen,M., Fryer, L., Rikers R. & Loyens, S. (2020). Formative assessment as practice: the role of students' motivation, *Assessment & Evaluation in Higher Education*, DOI: 10.1080/02602938.2020.1765228;

independent learners[41]; it provides them with full **guidance** to reflect on how they learn and how to strengthen fundamental skills such as introspection and reflexiveness, self-awareness and perseverance.

Personal tutoring takes place monthly. Prior to each meeting, students are invited to perform a self-reflections where, following a set of prompt questions, they critically engage with their learning habits, their time-management, and organisational skills. Self-reflections should be communicated in advance to the Tutor to demonstrate students' engagement; they constitute a fundamental resource to develop reflective thinking, strengthen independent learning[42], and create the conditions for successful life-long learning. This exercise primes them for a fruitful conversation with their tutor.

Tutor feedback is constructive, encouraging, and shows students a clear path of improvement. During these sessions, Forward College should make sure students feel well about their studies and fit in the student community. Tutors focus in particular on how to build an effective individual learning strategy and strengthen independent learning skills[43]. Tutors also review each student's progress through their grades and attendance. The structure of the exchange is tailored to highlight areas of strength as well as areas that require further improvement. Given the personal nature of these sessions and the diversity of students' needs, the sequence and content of these meetings can vary greatly. Clear, actionable steps are agreed upon and reviewed in subsequent meetings.

3.3. *The Leadership Programmes*

Rapid societal changes, growing inequalities, raising AI, frequent and unpredictable global crises, and a continuously evolving job market require a new vision of leadership that is collaborative, ethical, and value based[44]. According to the Social Change Model of Leadership, this new leadership style must be able to integrate subject-specific expertise and learning skills with a full range of human intelligences in order to achieve positive change. The Bachelor in Business & Leadership is focused primarily on **entrepreneurship / project development**, **personal development and digital skills.** Although it involves theoretical and practical knowledge, it is mostly based on hands-on **project-based learning**. Project-based

[41] Winne P.H., Hadwin A.F. (2013). nStudy: Tracing and Supporting Self-Regulated Learning in the Internet. In: Azevedo R., Aleven V. (eds) International Handbook of Metacognition and Learning Technologies. Springer International Handbooks of Education, vol 28. Springer, New York, NY. https://doi.org/10.1007/978-1-4419-5546-3_20

[42] Zimmerman, B.J. (2002). Becoming a Self-Regulated Learner: An Overview, *Theory Into Practice*, 41:2, 64-70, DOI: 10.1207/s15430421tip4102_2; Sultana, F., Lim, C.P. & Liang, (2020) M. E-portfolios and the development of students' reflective thinking at a Hong Kong University. *J. Comput. Educ.* 7, 277–294.https://doi.org/10.1007/s40692-020-00157-6.

[43] Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education, 31(2), 199–218. https://doi.org/10.1080/03075070600572090

[44] Komives, S. R., Wagner, W., & Associates. (2009). *Leadership for a better world: Understanding the social change model of leadership development*. San Francisco, CA: Jossey-Bass.

learning (PBL) is an active, student-centered form of instruction that empowers learners[45] to conduct research, integrate theory and practice, and apply knowledge to plan and implement viable solutions to a real-world challenge[46]. It also fosters a practical, operational awareness of the ethical consequences and implications of one's individual actions.

3.3.1 Personal development

Personal development is an overarching objective of Forward College, relying on a holistic development of the full range of the 5 intelligences, and with reference to the Social Model of Leadership. The building blocks of the Bachelor in Business & Leadership are Personal Development modules; Inspiration Talks; and the "Forward Thinking - Forward Doing" conference series.

Personal Development modules: each year, students participate in four development sessions. These sessions aim to support students to improve skills related to social and emotional intelligences such as managing stress, deciphering emotions, giving and receiving feedback, building trust, decision-making, managing uncertainty, influence and persuasion, self-reflection and self-direction, and intercultural communication. Each of the modules lasts two months and consists of conferences, video material, and readings that present different schools of thought and delineate contemporary debates. As part of the resources, students have access to psychometric tools and to personalised feedback though Forward's Skills Assessment framework. These tools ensure that students can perform self-assessments of various skills and, with the guidance of personal tutors, set their goals and aspirations. In order to achieve the desired results, students have the opportunity to practice and consolidate different techniques in a series of workshops, working with coaches and instructors. Student personal development is at the core of individual one-on-one coaching sessions, where the development of emotional intelligence is aligned with academic goals and long term ambitions. Individual goals and targets are recorded by students in their individual journals. These formalised moments of personal reflection ensure a record of the techniques learnt but also of one's aspirations and achievements that are fundamental to a sound understanding of personal progress and growing one's **self-confidence**.

Inspiration Talks: Students benefit from meeting a wide range of leaders and professionals collaborating with Forward College. Within the Leadership Degree, Forward College organises a series of thirty talks per academic year with leaders coming from different fields, from science to politics, from sport to business, from craftsmanship to art. Students are at the forefront of organising the calendar of events, suggesting relevant guest speakers in line with their collective demands and aspirations. These speakers share their testimonials and answer questions from our students inspiring them by their examples.

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[45] Mergendoller, J., Maxwell, N., & Bellisimo, Y. (2006). The Effectiveness of Problem-Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-Based Learning*, 1(2). https://doi.org/10.7771/1541-5015.1026
[46] Savery, J. (2006). Overview of Problem-based Learning: Definitions and Distinctions. *Interdisciplinary Journal of Problem-Based Learning*, 1(1). https://doi.org/10.7771/1541-5015.1002

"Forward Thinking - Forward Doing" conference series: students also participate in a series of thirty conferences with the aim of acquiring a global perspective on contemporary pressing issues 'as they are happening' outside their chosen area of expertise. World experts on technology, politics, economics, the environment and social issues discuss complex global problems viewed from their area of expertise. The conference series will equip students with the necessary knowledge and skills to participate actively in pressing global debates and discussions in a variety of different fields. With the support of Leadership Fellows, students also learn how to map a debate, critically engage with a particular point of view, pose structured questions, and formulate alternative positions using their subject based knowledge.

3.3.2 Project based Learning (PBL): Applying design thinking to local challenges

Project Based Learning is implemented through collaboration in small groups, allowing students to **put into practice the knowledge, skills, and techniques acquired through personal development activities and on their academic degree**.

Drawing inspiration from the principles of experiential learning, students will be asked to engage in a series of three long-term projects, one for each year of their degree. Students will be mentored to identify a specific area of activity that resonates with their interests and aspirations, and will be expected to develop projects that deliver real-life change in the communities of the three different cities and countries in which they will be living. Students will work in groups of up to 6, composed of students enrolled in different academic degrees, to ensure a maximum of interdisciplinarity and thus enable enhanced transfer of knowledge and skills within the group. Groups will be formed with the assistance of Leadership Tutors at the beginning of term 1 each year, and Tutors will ensure that all groups are as diverse as possible in terms of gender and nationality as well as academic background, ensuring that students work in a very different team each year. In doing so they guarantee that students benefit fully from their cohort's diverse backgrounds[47] and that each year, students enhance skills such as **group integration**, **diplomacy, networking,** and **mediation,** which are central to social and emotional intelligence. From Year 2, students are also able to put into practice the knowledge of group dynamics and leadership acquired the previous year. Learning through and from conflicts that arise in PBL activities, within a supportive learning community, enables students to develop additional interpersonal competencies such as tact, diplomacy, persuasion and self control[48], while cultivating their **curiosity**, **tolerance, self-confidence,** and **sense of initiative**.

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[47] Reid, R., & Garson, K (2017).. Rethinking Multicultural Group Work as Intercultural Learning.*Journal of Studies in International Education* 21(3), : 195–212. https://doi.org/10.1177/1028315516662981.

[48] Arantes do Amaral, J. A., Gonçalves, P., & Hess, A. (2015). Creating a Project-Based Learning Environment to Improve Project Management Skills of Graduate Students. *Journal of Problem Based Learning in Higher Education*, *3*(2), 120–130; Konrad, T., Wiek, A., & Barth, M. (2020). Embracing conflicts for interpersonal competence development in project-based sustainability courses. International Journal of Sustainability in Higher Education, 21(1), 76–96. https://doi.org/10.1108/IJSHE-06-2019-0190https://eric.ed.gov/?q=project-based+learning+AND+higher+education&id=EJ1108310

Projects are performed either in an entrepreneurial mode or in collaboration with an existing organisation. This enriches student experiences and ensures the possibility of learning core project management skills in different contexts. Each year the requirements, focus, and complexity of the project evolve at the pace of the learning activities designed to support students:

- **Year 1:** students engage in a social project whose outcomes demonstrate social engagement and generate a measurable impact in line with Forward College educational ethos.
- **Year 2:** students engage in a digital project that involves the impactful use of technology in a field of their choice. Students attend two digital boot camps where they receive dedicated training in digital skills. The first one covers different aspects of technology to provide a detailed overview; the second one allows students to focus on a specific issue of their choice (social networking, coding, systems design, big data, UX…). Curated e-learning material is provided and weekly workshops are organised to ensure continuous progress.
- **Year 3**: students engage in an international project with a focus of their choice. As per the previous years they are required to produce a feasible plan with measurable outcomes. The project supports them in developing the necessary skills to organise and collaborate effectively in a complex international environment in collaboration with a partner organisation and other remote Forward College local teams. Drawing on the skills acquired along their journey with Forward College, the final project effectively reproduces the challenges they are likely to encounter when employed in international or internationally-oriented organisations.

Teams work autonomously to produce a set of deliverables according to a defined timeline. Leadership Fellows act as

- Instructors like academic Fellows. Flipped seminars and workshops allow them to provide students with learning material and organise practical activities in the classroom and clarify more sophisticated concepts / methodologies when needed.
- Facilitators providing *ad hoc* support and feedback. In particular, they support teams in establishing their roadmap, connecting with local actors, managing their team dynamic and monitoring their progress.

Each team goes through an **initiation phase** where students define the focus of their work: to do so they interrogate relevant social and individual actors and master how to research literature in different fields in order to understand the status quo. At this initial stage, students start filling in an **online research journal** that includes an individual as well as a group component. The individual component logs tasks accomplished as well as self-reflection on group dynamics. The collective page of the research journal is used to log the minutes of meetings with project tutors and record the agreed weekly goals and measure achievements. This initial phase leads each group to produce a preliminary

research report, where they lay out the status quo and provide initial thoughts for interventions in line with the mandate for each year. Peers and Tutors provide **feedback** and ensure that the group is ready to move to the following stage of group work that involves the collection of primary and secondary data.

During the initiation phase, students gain deep insight into Design thinking (Years 1 and 2) and System thinking (Year 3), two different approaches to social challenges. Both pertain to the ways in which problems can be approached. Design thinking focuses on individuals and stresses the relevance of observations to understand how to modify and improve their experiences; system thinking is about understanding the connections between institutions and implementing change at the micro level with awareness of macro consequences. These are essential to the following phase: the design and development phase.

In the **design and development phase**, students define how they envisage intervening, developing and measuring their intervention. In understanding and developing this crucial stage they are able to access further **workshops** on research methods, alongside key issues of **project management**. Students are asked to collect and analyse primary and secondary data to support their plan and intervention, enhancing their **data synthesis** abilities. This is a crucial part of the project that ensures students have a clear sense of the feasibility and the potential impact of their proposed actions and whether, and to what extent, it meets the initial brief.

At the end of this phase students are further evaluated by internal team and external stakeholders involved in the project: evaluations at every stage will primarily consist of brief presentations to different audiences. This ensures that students cultivate appropriate **communications skills** adjusted to their audiences. In this final stage of the process students will be able to benefit from workshops on improvisation and body language, as well as on data visualisation to ensure that they are equipped to produce the best possible presentation.

2.4.3. Digital Skills Development

All students go though one online certificate provided and supported in class by Forward College. These certificates are in:

- UX Design
- Social networking and web marketing
- Website / App development
- Use of AI powered tools

Most students will develop these skills in year 2 along their digital programme.

2.4.4 Learning outcomes and assessments

PBL learning at Forward College allows students of one area of specialisation to develop projects with students with different academic profiles. In doing so, PBL enables students to experience knowledge management, processes, and enhance group work skills in an interdisciplinary context.[49] Through PBL activities, learners are trained to develop skills such as **autonomy, constructive inquiry, goal-setting, collaboration, communication, and reflection**[50]. Figure 5 delineates how different learning experiences that are part of the Bachelor in Business & Leadership contribute to the development of the relevant skills and 5 intelligences. A set of formative and summative assessments allow students to reflect on their improvements and identify areas that require further development. Assessments are carefully designed to take into consideration the multiple demands on students' time and energy[51]. Because assessments at Forward College are planned with student wellbeing in mind, the evaluation of the project is carried out after the exam term for the Academic Bachelor degree, in order to allow students to focus on their exams and avoid competing demands.

As with the Academic Degree, the Bachelor in Business & Leadership includes **frequent feedback sessions** to ensure prompt and effective intervention in support of student learning. Frequent feedback ensures that students approach the final yearly evaluation of the PBL with confidence in the strength of their individual and collective achievements. By the time they are asked to produce their final report of the project, they have benefitted from:

- Weekly progress reviews where teams share their achievements and difficulties by the end of each week with their peers and the Leadership Fellow.
- Three individual reviews by team mates, project stakeholders and the Leadership Fellow based on Forward Skills Assessment Framework (see below) along the school year;
- Two or Three individual progress reports where students lay out their reflection on their achievements, struggles, strengths, progresses and development needs. These reports are followed up by individual team sessions with their Leadership Fellow.

Drawing on all of the above, students prepare a final assessment that consists of:

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[49] Stozhko, N., Bortnik, B., Mironova, L., Tchernysheva, A., & Podshivalova, E. (2015). Interdisciplinary project-based learning: Technology for improving student cognition. Research in Learning Technology, 23. https://doi.org/10.3402/rlt.v23.27577

[50] Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. Improving Schools, 19(3), 267–277. https://doi.org/10.1177/1365480216659733

[51] Jones, E., Priestley, M., Brewster, L., Wilbraham, S., Hughes G. & Spanner, L. (2020) Student wellbeing and assessment in higher education: the balancing act, Assessment & Evaluation in Higher Education, DOI: 10.1080/02602938.2020.1782344

- A **final impact report** submitted to a board of examiners consisting of Forward Leadership Fellows and external examiners (mostly beneficiaries/partners of the project)
- A **team presentation (with Q&A)** in front of a board of examiners and an audience of peers and Forward College's educators.

In the report, students evaluate the impact of their intervention, self-evaluate the project against a set of marking criteria and the initial brief, and highlight areas of improvement. These exercises are crucial to foster students' ability to set and meet goals, and will help to train students in **giving and receiving feedback**. The group mark will be a weighted average of the different evaluations conducted at the different stages of the process on the basis of shared marking criteria on a predetermined set of items. The multistage process ensures that, at the end of the academic year students have received, and hence benefitted from the evaluation and feedback of peers, Forward teaching staff, and carefully selected external contributors.

A further source of feedback, reflection and grading is the report on skills development where students are asked to reflect on their contribution to the group project, and on the challenges of working in a team. This final piece of work is logged in the student's individual portfolio with their personal tutors' evaluation on the same set of skills. This reflective exercise is fundamental to consolidate the skills acquired during the Project-Based Learning and the personal development workshops. These skills are then deployed while working in **internship placements.** Internships are designed and tailored in accordance with students' ambitions and goals. Internships revolve around sales the first year, and will be in a tech company the second year. During the third year the sector of the internship placement is entirely defined by the student supported by their tutor. The decision will be validated by the teaching team, to ensure that it is in line with the student's learning trajectory. The final grades reflect the quality of learning throughout the year as well as the quality of the actual impact and of the final report.

2.5 *The Community Exploration*

2.5.1 Community-building

The Community Exploration at Forward College is designed around the intercultural experience and the students' engagement with local communities. As part of their learning journey Forward students' live in a different European city every academic year[52]. The

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[52] During the Academic year 2021/2022 students will be based in Lisbon; campuses will then open in, Paris, and Berlin.

three-years-three-cities model enables Forward students to work, live, and learn within three different cultural and national contexts. They will benefit from dedicated intercultural classes, learning expeditions, cultural activities with a local focus, conferences and project-work. As part of their living experience, students share housing and working environments with their peers. The international outlook is cultivated further in their peer network: a multicultural group of students that share a common experience and similar aspirations. Against the international backdrop of the context and the nature of the group, Forward College encourages students to cultivate curiosity, open-mindedness, a web of mutual aid, a sense of intellectual and social community, responsibility and entrepreneurship. In doing so, students move beyond their disciplinary endeavours towards a more holistic, nuanced, and embodied understanding of the world they inhabit and share with their peers and local communities beyond the classroom and/or workplace.

The Community Exploration at Forward College has four main core components: the **community initiatives**, the **conferences** by national leaders, the **mutual aid** experiences, and the **talent development** initiatives.

The **community initiatives** have an inquiry-based dimension that give students the possibility to research the social, economic and political context in which they live. Research-based inquiries, conducted as part of an interdisciplinary group of peers, ensure the development of a series of fundamental research skills. These research skills will both rely on and reinforce research skills gained in the Academic Bachelor, but will also allow students to develop the leadership skills needed for successful project management. Community initiatives are supported by a series of **conferences** by national and community leaders, enriching the social and cultural competences and outlook of students, while also expanding their professional network.

Crucially, Forward College encourages students to build cohesive groups based on shared common goals and mutual aid from the very start of their learning experience[53]. The Community Exploration at Forward College leverages the potential of Learning Communities to support individual talent development. A learning community is a social group of students, built as an alternative curricular structure that enables a deeper understanding and integration of the learning material through constant interaction[54]. At Forward College, learning communities are intentionally designed to foster a sense of group identity and belonging, encourage the integration of curricular and extra-curricular experiences, and avoid the social isolation experienced by many students in traditional contexts[55]. A strong sense of belonging to a learning community is essential to ensure students' emotional

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[53] Schroeder, C. C., & Mable, P. (1994). *Realizing the educational potential of residence halls.* Wiley.
[54] Gabelnick, F., MacGregor, J., Matthews, R. S., & Smith, B. L. (1990). *Learning Communities: Creating, Connections Among Students, Faculty, and Disciplines: New Directions for Teaching and Learning.* Jossey Bass: University of Michigan
[55] Lenning, O. T., & Ebbers, L. H. (1999). The Powerful Potential of Learning Communities: Improving Education for the Future. ASHE-ERIC Higher Education Report, Vol. 26, No. 6 [Microform]. ERIC Clearinghouse on Higher Education;
Shapiro, N. S., & Levine, J. H. (1999). Introducing Learning Communities to Your Campus. *About Campus*, 4(5), 2–10. https://doi.org/10.1177/108648229900400502

engagement with their educational experience and is linked to better academic performance [56]. The active engagement of students in their residential group has the potential to increase their learning retention, to enhance their academic performance, to build satisfaction with their higher education experience, and to facilitate the introduction of interdisciplinary curiosity in their projects, moving beyond their narrow disciplines [57]. Students find within their learning communities the space and **guidance** to develop skills such as **positive reactivity**, **mediation**, **empathy**, and **involvement** that are central to effective leadership.

2.5.2 Boosted by Forward College

Community building is nurtured by faculty and staff members working with each cohort. [58] Academic Fellows facilitate the formation of learning cells as part of the academic BA to give each student the chance to benefit from, and contribute to, peer support. Leadership Fellows supervise the development of interdisciplinary project teams that are tasked with completing annual projects as part of their Bachelor in Business & Leadership.

The timetable developed by our RD&D team also includes dedicated weekly activities that aim to maximise the development of student potential beyond academic work. Research demonstrates that students who manage to adjust their learning strategies and allocate time to both in-class and out-of-class activities, achieve higher academic performance [59]. Wellness classes, cultural outings, hobbies and sports sessions are student-led and managed and supported by Staff members, notably the Social Engagement Coordinator and the Campus Wellbeing Coordinator, both of whom are designated roles assigned to Forward College Tutors. Students will shoulder full responsibility for constituting a Student committee during induction week each September, by organising internal elections for five key roles: Student Community Leader; Secretary and Treasurer; Sports Officer; Culture Officer; and Wellbeing Officer. Instead of being 'users' of Forward College, Students are therefore encouraged to own their own role as developers of social, recreational, and wellbeing programmes. This will enable them to gain valuable experience of governance and decision-making processes within their own community, liaising with both Forward College staff and external stakeholders.

Students are supported to leverage their knowledge outside the classroom with the aim of facilitating positive change in the multiple communities with which they will interact. At the

[56] Weaver, D. & Esposto, A. (2012) Peer assessment as a method of improving student engagement, *Assessment & Evaluation in Higher Education*, 37:7, 805-816, DOI: 10.1080/02602938.2011.576309

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beginning of each academic year students engage in an enquiry-based exploration of their host country. To do so, they team up in small groups of like-minded peers who share the same **curiosity** about certain aspects of the economy, history, culture of the host country. They travel to different areas of the country and their journey is determined by their enquiry. Such an experience requires students to negotiate, from the offset, **uncertainty** in a very practical way.

The expedition takes place during the first two weeks of term, following the indicative timetable reported in Appendix C. The expedition also tests students' **active listening** and **networking skills** while highlighting the **ethical** implications of speaking to/for/about a community that is not one's own. The Community Exploration also fosters **collective learning**: students create a piece of work (free medium) that serves to share their acquired knowledge with their peers and tutors.

During a mini-research festival, students deploy their **communication**, **persuasion, critical thinking,** and **creative skills** in front of peers and tutors. The festival also provides the occasion to meet those local community and business leaders who accompany them during their year-long placement, who might be involved in their Leadership Degree and who may provide internship opportunities while allowing the students to begin developing a local network on the ground and across industries (private sector, public sector, charity, academia, arts, etc.)

4 Towards human intelligences

At Forward we promote a culture of openness, honesty, transparent feedback, and constructive criticism-and-improvement in all areas of activity, and for all members of our staff and student community. Through this, we are hoping to foster a culture of positive communication and cooperation between all individuals, across traditional hierarchies and across different departments and areas of activity.

In parallel, Forward College has developed a structured method of impact assessment, inspired by the theoretical framework of 'The Scholarship of Teaching and Learning' (SoTL). The core aim of the SoTL approach is to embed the process of pedagogical innovation in action-research: it is often defined as a systematic survey of student learning, which advances teaching practice by making the results of this survey public. SoTL survey methods incorporate a significant amount of reflective practice, performance indicators, interviews and focus groups, questionnaires and surveys, textual analysis, "randomized" evaluations (modelled on clinical studies), observational research and case studies, among others. The data collected are used to implement teaching and ensure high quality standards.

The **Research, Design, and Development (RD&D) team at Forward College** focuses on three interconnected key areas of quality assurance

1. **Student engagement**
2. **The conditions enabling students to achieve the intended learning outcomes**
3. **Teaching excellence.**

As a first step in planning its own activities over future years, the Forward College RD&D has produced a detailed outline of its own values, processes, and activities, together with a prospective timeline for the implementation of its Quality Assurance and Enhancement activities. Both of these are available in separate documents: the **Forward College Quality Assurance Policy**, and the **Outline of the Forward Research, Design, and Development Programme**. Both documents are available upon request.

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Appendix A: The Human Intelligences Model

Human Intelligence	Meta-skills	Baseline skills
Cognitive – The ability to identify, analyse, and solve problems based on knowledge	- Critical Thinking - Cultural Awareness - Learning Agility - Rationality - Field Expertise	- Data Analysis, Data Synthesis/Interpretation - General Knowledge, Intellectual Curiosity - Data Processing/Understanding, Lateral Thinking, Memorisation - Argumentation/Rigour, Objectivity - What is your expertise (list)?
Emotional – The ability to understand and manage one's own emotions	- Resilience - Self-Awareness - Courage - Stress management - Balance	- Positive Reactivity, Learning from negative Experience - Emotional Literacy, Reflectiveness - Perseverance, Consistency with one's values, Willingness to Challenge - Mental Toughness, Stress Management, Asks for Help - Confidence, Regulation, Acceptance, Mindfulness
Practical – The ability to react and adapt to new contexts in an effective way	- Digital Skills - Entrepreneurship - Strategy - Responsibility - Organisational Skills	- Coding, Social Marketing, Systems and Process Thinking - Autonomy, Initiative, Vision, Embrace Change, Design Skills - Decision Making, Goal Setting, Managing Change and Uncertainty - Accountability, Ethics, Reliability, Trust - Physical Organisation, Prioritisation Skills, Time Management
Social – The ability to decipher others' feelings, beliefs, mindsets, and influence them	- Social Understanding - Social Connectivity - Communication - Negotiation - Influence	- Active Listening, Empathy, Giving and Receiving Feedback - Collaboration, Network Mobilisation, Inquisitive, Social and Cultural Open-Mindedness - Non-Verbal Communication, Oral Communication, Visual Communication - Group Coordination, Confidence, Mediation, Tact and Diplomacy - Assertiveness, Perceptiveness, Persuasion