



# ICHAS

## Section 7 – Policies and Procedures on Teaching, Learning & Assessment

Subject:	Procedures associated with Teaching & Learning		
Date Approved by Board of Directors:	July 2019		
Policy Version	1/2019	Date due for Revision	February 2024
Parent Policy	Policy on Teaching and Learning		

### INTRODUCTION

Teaching and Learning at ICHAS ensures as far as is practicable;

- Teaching strategies are aligned with the defined learner-centred ethos and, more specifically, that teaching strategies engender learner engagement and empowerment.
- Deep understanding incorporating a critical, enquiring orientation is evident
- Independent and autonomous modes of learning including opportunity for self-evaluation are incorporated in teaching and learning.
- Appropriate reflexive strategies are provided.
- Experiential insight with emphasis on the translation of theory to practice supported by internal (e.g. Workshops) and external (e.g. Placement) practice-based learning will be an essential component of the learning experience.
- Evidence informed approach to pedagogy, subject area and practice will be evident.
- Inclusivity with emphasis on tolerance, cultural diversity, learning diversity and appropriate accommodation will feature within the ethos of programmes.
- There is appropriate acknowledgment and recognition of prior learning through academic and experiential achievement
- Strategies have fair effective, transparent consistent and dynamic assessment structures
- A commitment to continuous personal, educational and professional development where learning is viewed as a life-long activity
- Skill sets that support employment transferability including Critical thinking, Personal Planning and Organising, Analysing and Solving Problems, Team Work and Interpersonal Skills, Oral and Written Communication, Initiative and Creativity, Information and Communication Technology are addressed within curricula.
- The development NFQ-aligned programmes are responsive to local, national and international, social, economic, educational and professional context

- Programme Learning Outcomes are aligned with a competency-based model
- Teaching and learning practices are anchored in an evidence base
- Teaching is dynamic, flexible and innovative with a broad a range of strategies such as lecture, workshop, tutorial, mentorship, seminars, podcasts, practice placement, field trips and other instructional practices including inquiry-based learning, personal development case-based learning, project-based learning, observational learning, simulating learning, collaborative and cooperative learning through group work and assessment, independent and discovery learning and problem-based and problem solving learning.
- The provision of an academic, pastoral and technological support infrastructure and environment are included in experiences.
- All modules will have an associated set of Learning Outcomes, which will describe by accessible means what the learner will have learnt on completion of modular, and extensionally, of programmatic content.
- Learning outcomes are compatible with, and inform decision making on, the stated teaching and learning strategy
- A scaffolded approach is taken to programmatic development where students reach their potential and express attainment through stage-appropriate learning outcomes
- Learners are actively involved in their learning including input into programmatic development through procedures of programmatic review
- That's teaching staff are qualified and have expertise both in pedagogy and subject areas.
- That teaching staff are sufficiently trained and informed on the design and delivery of modular and programmatic outcomes and that teaching is at the core of policies pertaining to appointments, tenure and promotion.
- That academic staff are constructively afforded the opportunity to enhance and develop their expertise in teaching and learning through continuous academic professional development and accredited programmes in teaching and learning
- That learning outcomes undergo a robust cyclical programmatic review process
- Curricula are designed to support employability and/or progression to further study supporting learner commitment to life-long learning.
- Innovative use of technology to further enhance the teaching and learning environment.
- Curricular and Pedagogical activity will be enhanced by participating activities such as those organised by QQI, HEA, HECA Academic & Quality Enhancement Forum and the National Forum for the Enhancement of Teaching and Learning in Higher Education in relation to pedagogy and teaching and learning strategies.

## RESPONSIBILITIES

While teaching and learning relies on a wide spectrum of resources the College acknowledges that the primary resource relies on effective interpersonal relationship defined by professionalism, supportiveness, decency, fairness and consistency bound by the universal mission of pedagogical practice. The following indicates the various roles and responsibilities.

ROLE/ PERSON	RESPONSIBILITY
Learner	Will take responsibility for and participate in their own learning and engage in a broad range of learning opportunities
Lecturer	Modular Content and Teaching Excellence
Programme Director	Oversight and co-ordination of Programme Content and standards across the Programme
Registrar	The Registrar's Office manages the following functions; Admissions, Registration, Learner induction, Advice on academic procedures, Timetable monitoring and adherence. Assessment and examinations, Complaints and compliments, Learner records, Progression and Graduation.
Programme Co-ordinator	is responsible for ensuring that queries are dealt with and that the learner receives a reply and any supporting documentation that may be needed, liaising with other team members and academic staff as appropriate
Director of Studies	Coordination across programmes
Vice President (Academic Affairs)	Oversee Programme Quality Standards
Quality Assurance & Enhancement Officer	Monitoring of QAE activities associated with teaching and learning

## PROCEDURES

The following structural mechanisms (procedures) are designed to assure quality in teaching and learning:

- Annual College Academic Review (Chaired by the Director of Academic Affairs attended by Programme Directors and the Registrar)
- Programme Board monitoring
- Programmatic Review Process and Report (see Section 4)
- Module review Procedure (see Section 4 & 12)
- External Examiner reports (See Section 4 & Section 7)
- Annual student feedback surveys (see Section 4)
- Class representative system (Section 8)
- Staff Feedback Reports (See Section 6)
- Feedback form Staff development initiatives (See Section 6)

## GRAPHICAL PRESENTATION OF THE PROCEDURES FOR THE MECHANISMS FOR ASSURING EXCELLENCE IN TEACHING & LEARNING



Figure 1 - Mechanisms For Assuring Excellence In Teaching & Learning

## Linked Policies or Procedures

<b>Linked Policies</b>	Policy on Teaching & Learning Policy on Work Based Learning Policy on Assessment of Learner Policy on Marking, Grading and Certification in Assessment
<b>Linked Procedures</b>	Procedures associated with Work Based Learning Procedures associated with Assessment of Learner Procedures associated with Marking, Grading and Certification in Assessment

