

## Teaching and learning

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Approved by		Senate
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Cross-reference/related documents		

### 1. Rationale and principles which this policy seeks to uphold

- 1.1. The purpose of this policy is to outline the principles and practices relating to teaching and learning at the University.

### 2. Scope

- 2.1. This is an overarching policy for all related policies in the area of teaching and learning in the University and encompasses all modes of programme delivery such as face-to-face (on campus), blended learning, and e-learning.
- 2.2. This policy applies to all academic programmes offered at the University and is relevant to all staff, but in particular, academic staff.

### 3. Policy

#### Designing, delivering and evaluating programmes

- 3.1 Programmes and modules are designed with clear, sound, measurable and achievable learning outcomes that are relevant and incorporate research-informed content as appropriate for the level and field of education of the qualification awarded.
- 3.2 Learning activities and assessments are clearly aligned with stated learning outcomes.
- 3.3 Assessment procedures and practices are valid, fair, flexible, reliable and authentic, incorporating clearly defined assessment criteria.
- 3.4 Teaching, learning and assessment strategies are designed to be inclusive and support educational attainment of diverse student groups.
- 3.5 Academic programmes are periodically reviewed and updated to ensure that the educational offerings are current and address the needs of the market; these reviews and updates will include feedback/input from all relevant stakeholders such as current students, graduates, academic and administrative staff, and employers.

#### Teaching and learning methodologies

- 3.6 A variety of teaching methods will be used in the delivery of programmes. Each module will employ a different mix of these methods as is appropriate to the subject matter and the method of assessments adopted in the module. The list provided below is not exhaustive and the University adopts new and innovative teaching methods that are best suited for delivering module contents:
  - 3.6.1 Lectures: the module is delivered through interactive lectures. The subject matter is explained verbally, assisted by visual aids, interaction with students and, where applicable, demonstrations.
  - 3.6.2 Case studies: investigations, examples and presentations are used to show how the theory studied in the module would be implemented in practice.
  - 3.6.3 Tutorials: these are designed to reinforce the teaching course material and may be provided in the form of tutorial sheet questions and answers. Students will be expected to complete the tutorial questions in their own time and, as directed, submit solutions to the module tutor.
  - 3.6.4 Seminars: students are given the opportunity to learn specific topics by discussion with tutors and peers in groups.
- 3.7 Teaching approaches used are up-to-date and in line with international best practices and standards.
- 3.8 Teaching environments are fit-for-purpose, student-centred, and technology-enhanced.

### Evaluating and improving learning and teaching

3.9 Teaching and learning will be continually evaluated and improved through a cyclical process of feedback, reflection and revision that includes:

- 3.9.1 student feedback on the learning experience through the evaluation of teaching and learning;
- 3.9.2 cyclical programme reviews.

### Responsibility

3.10 The Teaching and learning policy is the responsibility of the Learning, Teaching, and Blended Learning Committee.

### E-learning

3.11 The University's main mode of delivery, as accredited by the UAE Ministry of Education Commission for Academic Accreditation, is face-to-face on campus delivery. While the University does not provide fully e-learning or distance learning programmes, in the event of a situation where attending classes in-person is deemed to be unsafe the University will ensure continuity of educational activities through alternative programme delivery modes such as e-learning.

3.12 The general guidelines that are to be followed in such cases:

- 3.12.1 all other relevant University academic policies and procedures remain in place during the implementation of the e-learning delivery mode.
- 3.12.2 The University will ensure that all legal intellectual property and copyright requirements appropriate for the e-learning context are met.
- 3.12.3 Faculty will be responsible for ensuring modules delivered through e-learning will have the same learning outcomes, and require equivalent rigour and quality of student performance.
- 3.12.4 Alternative forms of internships will be developed for students where face-to-face internships are not possible for health and safety reasons.
- 3.12.5 Faculty will follow the established procedures to ascertain the identity of students and maintain academic integrity while using e-learning.

### Virtual infrastructure

3.13 The University's learning management system will be used by instructors to post and distribute course materials such as syllabi and handouts, to communicate with students via announcements and email messages, and to assess student learning through methods such as quizzes and online assignments.

3.14 Off-site access options to software that is necessary for the module will be provided to students.

3.15 Videoconferencing tools will be employed for conducting meetings and viva voce examinations.

### Student support systems

- 3.16 Students enrolled in e-learning will have adequate access to a range of student support services comparable to those offered to students in face-to-face or on campus learning.
- 3.17 The IT department will be responsible for the installation and maintenance of e-learning systems as per the contractual agreement with the software provider.
- 3.18 Library and learning resources will be available to students enrolled in e-learning modules to access all of the Library's electronic holdings.

### Student assessment

- 3.19 Students will be assessed according to the information provided in the module descriptor. Exams may be conducted on campus or remotely as need arises.
- 3.20 Modules offered through e-learning will be part of the regular teaching load of academic staff.
- 3.21 Programmatic/module evaluations shall use the standard feedback questionnaire. The wording of questions may be changed where this enhances their relevance. An additional question about the experiences of studying through e-learning will be included.