



Teaching and Learning Policy

1. Policy Overview

This policy aims to set out the College approach to teaching and learning in the context of a multicultural classroom and international education provision that combines the best of in-class and online approaches.

2. Policy Statement

This policy is designed to achieve, on behalf of all students and staff, the highest standard of international education regarding the learning approaches designed to deliver the specific module and programme learning outcomes and how e-learning contributes to the student study experience. The College aims to create a positive and supportive learning environment where student can flourish in line with QQI guidelines¹ as follows

- Respects and attends to the diversity of learners and their needs, enabling flexible learning pathways.
- Considers the use of different modes of delivery, where appropriate.
- Flexibly uses a variety of pedagogical methods that are evaluated and monitored and adjusted accordingly.
- Encourages a sense of autonomy in the learner, while encouraging adequate guidance and support for the learner.
- Promotes mutual respect within the learner-teacher relationship.
- Has procedures for dealing with learner complaints.
- Has procedures for dealing with learner appeals.

¹ Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 5.2



The College's aspirations for excellent teaching and learning aims to create a teaching and learning culture that

- Works to achieve high levels of student engagement via flexibility of programme delivery, modularisation, and the deployment of state-of-the-art online learning technology to promote an excellent standard of blended learning and teaching supported by excellent learning analytics in line with QQI's blending learning guidelines² by being integrated with this overall teaching and learning policy.
- Empowers students to be autonomous learners that will be very well prepared for the third level education that they will progress to.
- Promotes high-quality teaching (encompassing a wide range of practices and methods) and pedagogies which encourage active, independent, learning, in which the roles and responsibilities of staff and students are clear.
- Establishes an inclusive college that promotes diversity in the student population through active and balanced recruitment approaches in conjunction with College recruitment agents.

3. Roles and Responsibilities

This policy is especially applicable to our Teachers under the direction and oversight of the Academic Director and Programme Manager. Ultimately, the beneficiaries of this policy will be students who will benefit from best practice teaching and learning. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

² Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes, section 3.1



4. Policy

Programme

- The College teaches a single programme that is overseen by Programme Board.
- The programme and associated award comply with the National Framework of Qualifications (NFQ) classification and UPOL015 UniHaven Assessment and Awards Policy Rev 1 as a Specific Purpose Level 5 Certificate in International Foundation Studies award.
- The programme and modules are described in terms of minimum intended programme learning outcomes ("MIPLOs"), credits, and its corresponding NFQ level as per the QQI programme validation specifications³.
- All students and staff should be clear as to the workload associated with the modules that need to be completed in terms of total learning hours and teaching/tutorial contact hours before teaching and learning of that module commence. It is particularly important to clarify to students the expectations required of them in terms of individual learning beyond simple class contact time or assessment requirements.
- The College's Recognition of Prior Learning (RPL) policy included in UPOL006 UniHaven Access, Transfer and Progression Policy Rev 2 enables applicants for programmes to seek recognition of previous study or professional experience.
- For full programme details see UPOL005 UniHaven Programme Review and Development Policy Rev 2.

Learning Outcomes

Learning outcomes are sets of competencies, expressing what the student will know, understand or be able to do after completion of a module or programme with a focus on what the student has achieved rather than merely focussing on the content of what has been taught. Students need to be able to demonstrate attainment of key competencies and knowledge

³ QQI's Awards Standards for Pre-Higher Education Awards for International Students (2015)



before being judged to have successfully completed a programme of learning in line with QQI requirements⁴.

MIPLOs are more general statements used to refer to the overall attributes, skills, and knowledge of graduates of a given programme. They provide a means of demonstrating the integration of the modules, module components, and personal learning and development that will result from successful participation in the programme. In line with the above programme and learning outcome module requirements:

- The programme will have an associated set of MIPLOs.
- All modules have minimum intended module learning outcomes (“MIMLOs”) that described what the student will have learned from each module component and link back to the programme MIPLOs.
- Learning outcomes at both the programme and module level should be used as the basis on which decisions are made regarding (a) approaches to teaching and learning, and (b) the selection of assessment methods.
- Programme Board will consider the extent and effectiveness to which learning outcomes are being employed in curricular development and course provision and ensure that over-and under-assessment is avoided. See also UPOL015 UniHaven Assessment and Awards Policy Rev 1.
- Programme Board will examine the extent to which the MIPLOs and MIMLOs are being achieved when reviewing courses, assessment, and student performance. See Programme Board Terms of Reference with the capacity to seek external teaching and learning expertise in Chapter 2 of the Quality Assurance Manual Rev 2.

⁴ Policies and criteria for the validation of programmes of education and training (2017)

Approaches to Teaching & Learning

One of the major advantages of having articulated learning outcomes is that they provide an opportunity to be deliberate yet creative in the selection of teaching methods used in any given module or programme. There has been, in recent times, considerable growth in the diversity of teaching and learning methods to which students are exposed. However, traditional expository lectures still dominate much of higher education and over-reliance on such traditional approaches can somewhat negate student engagement and motivation. For these reasons, the College's teaching and learning approaches will be driven by a desire to maximise student engagement and learning effectiveness with the ultimate twin intentions of providing the student with a thorough education that academically prepares them for higher education study but one that also provides an excellent study (abroad) experience.

The pathway approach where students are recruited to study the College programme on the assumption that they are doing so to get access to degree programmes at one of its Higher Education Institution (HEI) partners places a responsibility on the Teachers and Programme Manager to employ a range of teaching and learning approaches that mirror those used by these partners. Such approaches, for example, may include problem/enquiry-based learning, individual/team project work, blended learning, laboratory practical's, project work, skills workshops, participative large class meetings (i.e., classes with opportunities for discussion and activity), learning communities, peer mentoring groups, and presentations. The increasing range of technologies available to support learning will be effective if systematically integrated within a blended learning experience or used, perhaps, to free up time within lectures and classes to allow for a more communicative and participative approach for both Teachers and students. The College's chosen learning management system, Claned, will aid this approach through its ability to allow students to socialise online, to pre-read class material, to post-class question and digest material, and to do so in a manner that allows ease of access to Teacher input. This system also provides learning analytics that measures student engagement and learning effectiveness as students engage the programme content. See the following policies



for more on the College's approaches regarding blended learning and learning analytics...
UPOL014 UniHaven Blended Learning Policy and UPOL025 UniHaven Learning Analytics Policy.

As a general guide, the College expects that, in line with QQI requirements,

- Teachers will select appropriate methods of teaching and promoting student learning based on the specified MIMPLOs and MIMLOs and link these also with approaches to assessment. Programme and assessment documentation will outline the methods to be used in addressing the intended learning outcomes⁵.
- Teachers will provide timely formative feedback to students regularly and not just limited to formal assessment feedback⁶.
- Programme Board will review the teaching and learning methodologies, student impact and learning effectiveness to identify potential areas for development and, where necessary, development and resource requirements.
- Curriculum development and review will consider the student learning experience and identify how the different blend of teaching methods and technologies serves the overall programme aims and intended learning outcomes.
- The learning management system will be available to support the delivery and assessment of all modules and to all registered students. New and emerging technologies will be explored and suggestions from Teachers will be discussed at Programme Board.
- The selection of and use of premises and facilities is done in ways that maximise the creation of good quality learning spaces.
- The wider learning infrastructure that includes the library and IT facilities will be resourced appropriately to support teaching and learning aims.

The more specific guidance for staff as to the types of teaching, learning and assessment strategies and approaches in use at the College are outlined in UDOC012 UniHaven Teaching,

⁵ Policies and criteria for the validation of programmes of education and training (2017), section 17.2 and 17.9

⁶ Policies and criteria for the validation of programmes of education and training (2017), section 17.9.e



Learning and Assessment Strategy Rev 0 which was developed as part of the programme validation stage and approved by QQI.

Programme Board

Programme Board is responsible for the monitoring, review and improvement of teaching and learning at the College. Specifically, its aims include to:

- Develop and enhance this teaching and learning policy. It may recommend changes and improvements to exist policies and procedures related to teaching, learning and assessment.
- To improve teaching, learning and assessment in practice within the College. It evaluates staff CPD needs to include blended learning and assessment aspects...refer to UPOL010 UniHaven Staff Learning and Development Policy Rev 1.
- Monitor and review the curriculum, learning and teaching, student development and achievement, student engagement, assessment, and academic standards. Monitoring and evaluation of the quality of teaching, assessment and learning are achieved by the assessment of internal data from various sources such as annual module reviews, periodic programme reviews, student surveys, and reports on progression rates. Once approved, the Programme Board monitors the implementation of any improvements that are introduced and evaluates the success of any changes in anticipation of further development.
- Seek to enhance the quality of student learning opportunities. The highest quality and most effective teaching and learning experiences and approaches will be captured at Programme Board. Such approaches and experiences will feed into the board's recommendations for teaching and learning enhancement that will subsequently be implemented either on a pilot or a full-time basis. These must include live examples of good-quality student learning experiences and not just those captured from a teacher's perspective.



Student Expectations and Feedback

Students must be encouraged to be independent, autonomous learners as they prepare themselves for progression to degree programmes post programme completion at the College. While College staff will do their best to care for and academically progress students as much as possible, students need to take responsibility for their learning and their behaviour while learning at the College. Students are expected to behave as per the recommendations below to ensure that their learning journey is fruitful for them and respectful of fellow students, staff, and facilities.

- Be familiar with the programme and general information provided and check relevant notice boards, messaging, and e-mails regularly.
- Seek clarification for anything they do not understand.
- Participate in learning and social opportunities provided for them by the College.
- Work to the best of their abilities.
- Be aware of all programme requirements and observe them including withdrawal, deferral, and appeal procedures...see UPOL007 UniHaven Student Recruitment and Admissions Policy.
- Observe College rules and regulations on plagiarism, cheating, collusion, fabrication of data, breach of copyright...see UPOL015 UniHaven Assessment and Awards Policy Rev 2 and UPRO008 UniHaven Academic Misconduct Procedure Rev 1.
- Make themselves available for academic feedback when requested.
- Attend designated lectures, programme assessments, tutorials, seminars, or other timetabled activities associated with the programme in a punctual manner.
- Submit all written assignments, practicals, or other coursework within the specified time limits.
- Treat all staff, fellow students, and visitors with courtesy and respect regardless of gender, marital status, age, disability, race, religion, sexual orientation, family status, or membership of the Traveller Community.
- Respect College property, environment and facilities, its neighbours, accommodation providers and the local community.



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- Take every precaution to ensure that they behave in a safe and considerate manner towards all staff and students.
 - Adhere to all College regulations in the student handbook concerning drugs, alcohol, and smoking.

If students have any cause for concern, they should

- Provide information on any additional needs they may have in a timely fashion.
- Be proactive in seeking any support they may need.
- Be aware of the College's complaints and disciplinary procedures...see UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1.
- Use the complaints procedures fairly and appropriately.

Student feedback is vital to College staff understanding how students are navigating their way through the programme materials and assessments, formative and summative. To ensure that student feedback is gathered and valued to help with teaching and learning enhancement, feedback will be collected as follows:

- Student Representation
 - A Student Representative is a student chosen for each UniHaven programme stream (i.e., Business, Humanities, Health Sciences, Media etc.) to facilitate interaction between staff and students regarding programme-related matters and student-support-related matters. Essentially, the student representative is the point of contact for a particular programme or class/module on behalf of peer students.
 - The student representative will receive training to explain the role and responsibilities and will receive support from the Student Support Officer as to how best to fill this important student-voice role. Meetings will be held monthly to gain feedback on classes and the programme, student wellbeing and any issues students may be encountering.
- Student Surveys



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- Separate from the student representative forum, feedback will be sought from students through surveys that will be generated each semester and at the end of the programme as follows:
 - Engagement surveys: to find out more about the student experience at the College and to get an insight into student opinions on the broader study abroad College experience to include the programme, teaching facilities and technologies, student support services, social programme activities, and accommodation.
 - An overall experience survey will be conducted at the end of the programme to enable students to give feedback and recommendations based on College experience throughout the full academic year and to allow for any change in experience from the start of the programme through to its end.

Learning Monitoring

Learning will be monitored to enable improved feedback to be given to students to help with their learning and to help the teachers to know if their style and way of teaching are effective or not in line with QQI requirements⁷. Methods used include

- Teaching survey: to get student feedback on teaching methods, modules and content, assessments, and homework, to include the blended learning aspects.
- Assessment data: to include formative and summative assessment grades to check students' academic progress throughout the modules and the programme.
- Retention data: to include deferrals, leaves of absence, withdrawals to monitor if and why students may temporarily or permanently leave the programme.
- Learning analytics: for online pre-work and post-class work distributed through the online learning management system. The system itself collects and reports data analytics around learning effectiveness through this medium and student engagement

⁷ Policies and criteria for the validation of programmes of education and training (2017), section 17.9.d



with each other, with their Teachers and with the content itself. A full description of the type of data collected and how it is used is provided in UPOL025 UniHaven Learning Analytics Policy Rev 1.

- Student Attendance: To comply with Department of Justice (INIS) regulations, students from outside the European Economic Area (EEA) are required to attend a minimum of 85% of all classes. Attendance is recorded for every class and monitored regularly. Poor attendance is a serious issue and will be followed up immediately. If not addressed, it can lead to warnings up to and including dismissal from the programme and/or visa withdrawals. UPRO011 UniHaven Attendance Monitoring Procedure Rev 1 outlines the steps involved in this process and is available on the College website and in the student handbook.
- Progression data: to include what number/percentage of students who completed the programme successfully and the number/percentage of students who progressed to their selected degree programme as planned when they first enrolled with the College, i.e., access to the degree from the pathway they chose has been successfully achieved.

5. Procedures and Forms

Programme Board terms of reference are outlined in the UniHaven Quality Assurance Manual Rev 2, Chapter 2. The following policies and procedures complement this policy:

- UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.
- UPOL014 UniHaven QQI Blended Learning Policy Rev 1.
- UPOL015 UniHaven Assessment and Awards Policy Rev 2.
- UPOL025 UniHaven Learning Analytics Policy Rev 1.
- UPRO008 UniHaven Academic Misconduct Procedure Rev 1.
- UPRO011 UniHaven Attendance Monitoring Procedure Rev 1.

Quality Assurance Manual (QAM) Chapter 6

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