CURRICULUM, TEACHING AND LEARNING FRAMEWORK

2019-2024

Introduction

Our Curriculum, Teaching and Learning Framework supports our Strategic Plan 2019-2024. We believe that, in order to operate in the fast-changing higher education landscape, we need a comprehensive Curriculum, Teaching and Learning Strategy. This strategy is intended to provide all students with the qualities required to realise their potential and success on an increasingly demanding global environment.

We will work in collaboration with all key stakeholders, including students, employers, professional bodies, industry specialists, the government, our academic partners and alumni, to design, implement and enhance our academic value proposition.

The Curriculum, Teaching and Learning Framework is articulated around five main themes, each with a set of objectives: promoting engagement with students, strengthening assessments, supporting innovative and flexible approaches to learning, promoting the development of key employability skills among students, focusing on staff development, strengthening academic collaboration. The strategy supports the implementation of a variety of approaches to learning, teaching and assessment to impact on all stages of the student life cycle.

1. Promoting engagement with students

   a. Increase awareness of students about their responsibilities
   b. Embed the 'Student Voice' as part of decision-making process in giving students an important role in the enhancement of their academic and other institutional experiences
   c. Devise and implement a student retention and achievement policy
   d. Review and strengthen the pastoral and other academic support systems
   e. Develop peer to peer support by creating forums and opportunities for students to engage with their colleagues.
   f. Work in partnership with students to enhance design and delivery of programmes.
   g. Encourage student representation across the institution.

2. Strengthening assessments

    a. Develop assessments that are well-designed and accessible to all students. Designing assessments that are varied and inclusive will offer all students the opportunity to achieve their potential.

        i. Assessment tasks should give all learners equal opportunity to demonstrate achievement of intended learning outcomes.

    b. Ensure that assessment regulations are fair and transparent

        i. Assessment information needs be transparent to all stakeholders.

    c. Design assessment that is fit for purpose by ensuring the balance between formative and summative assessments and the type of assessment offered

        i. Assessment tasks need to be aligned with intended learning outcomes, and with learning and teaching activities.

        ii. Students need to understand the purpose of assessment and its place within the context of learning.

    d. Develop approaches to feedback that are effective and have a positive impact on learning with a view to enhancing student achievement

        i. Feedback to learners needs to be explicit in relation to the intended learning outcomes.

3. Supporting Innovative and Flexible Approaches to Teaching, Learning and Assessment

    a. Promote and develop active and reflective learning methods.

    b. Encourage learning and teaching practices that are research-informed

    c. Enhance digital literacy among staff and students by making, professional development in the use of technologies, accessible to all.

    d. Provide the IT infrastructure that supports new learning, teaching and assessment technologies.

    e. Implement a full-fledged Virtual Learning Environment to promote flexibility and improve communication with students.

4. Promoting the development of key employability skills among students

    a. Encourage and support students to participate in extra-curricular activities and undertake available learning opportunities to enhance their skills

    b. Develop and implement a framework for embedding employability skills into courses

    c. Increase internships, work placements and other work-based learning methods with a view to enhance the employability of our graduates.

    d. Work closely with our alumni to enrich the experience of our graduates and facilitate their immersion in the world of work

    e. Promote and increase partnerships with industry to offer programmes that meet the needs of the market and that are in high demand.

    f. Conduct regular career planning and guidance events for our students, involving industry stakeholders and employers.

5. Focusing on staff development

    a. Ensure that all academic staff involved in teaching and supporting student learning demonstrate high standards of teaching practice

    b. Review and improve academic staff induction by providing a comprehensive programme on teaching, learning and assessment practices

    c. Recognise and reward excellence among academic staff

    d. Enhance the provision of professional development opportunities for academic staff including relevant qualifications in Teaching and Learning in Higher education

    e. Formalise the staff peer-to-peer observation initiative to share best practice and promote staff development through communities of practice

6. Strengthening Academic Collaboration

a. Enhance learning, Teaching and Assessment for academic staff and students by:

i. Leveraging on the experience of our academic partners in policy making

    ii. sharing facilities and services with them

    iii. encouraging staff development opportunities to keep abreast of best practices

    b. Build strategic partnerships with quality assurance bodies to understand and disseminate best practice.