

TEACHING AND LEARNING POLICY AY2024-25

Purpose

The enhancement of learning and teaching is central to the vision, mission, culture, activities, practices and future development of the University. The purpose of this policy is to:

1. articulate the University's commitment to creating effective and meaningful learning opportunities and experiences through the development of high quality, relevant and current courses and services that are aligned with the University's strategic directions;
2. encourage the University community to reflect on contemporary learning and teaching practices in a global society to better meet the diverse needs of the broad range of learners now and in the future;
3. provide a clear framework for making coordinated decisions in relation to the enhancement of learning and teaching activities across the University.
4. maintain detailed records of the academic misconduct investigation process
5. ensure that all teaching and learning materials are aligned with UAE cultural values.;
6. reject materials that promote inappropriate topics such as substance abuse, violence, or any form of discrimination
7. follow the updated Ministry of Higher Education and Scientific Research (MOHESR) list of banned publishers and banned resources
8. Materials must align with UAE culture, values, and age-appropriateness, avoiding topics like:
 - o Substance abuse or violence.
 - o Inappropriate representations of gender identity or sexual orientation.
 - o Politically or religiously sensitive content outside of formal curricula.

Scope

This policy applies to the University's learning and teaching activities. The policy is a key reference document for each School and for Third Party Providers involved in education and training provision to students of the University.

Definitions

Course: A programme of study/research leading to the granting of an official award or qualification of the University.

Learning & Teaching: A flexible approach to education and training that supports the adoption of a range of learning, teaching and assessment strategies in a variety of learning environments to cater for differences in learning styles, learning interests, needs and variations in learning opportunities and/or circumstances. The underpinning principle of this definition is that the focus is on the learner

Policy Statement

This policy describes the principles and practices that underpin effective learning, teaching and assessment at the University. These principles incorporate both learning processes and learning outcomes and are framed around providing better access for individuals, communities and businesses to lifelong learning that suits their circumstances, ways of learning, respects cultural differences and allows them to succeed in an innovative, global community. The critical component of the University's Learning and Teaching Policy is that the adoption of any of these principles and practices be based on the particular needs of learners and on the learning outcomes relevant to the course/program as published by the awarding body.

The principles and practices to which the University is committed in the provision of education and training include a focus on:

Student Engagement in Learning

- To be achieved through the design, development, implementation and evaluation of active and cooperative learning, teaching and assessment approaches which:
- are intellectually challenging, stimulate curiosity and develop critical awareness;
- to ensure that courses prepare students for their chosen occupation and/or path in life;
- meet the diverse needs of students from different backgrounds and with different life experiences;
- respect, recognise and build on students' current knowledge and experience and provide appropriate opportunities for the formal recognition of prior learning;
- recognise individual learning needs and extend the student's range of learning styles and approaches to learning;
- recognise that learning and teaching are social activities that involve a network of personal, practical and social relationships;
- provide a variety of meaningful strategies and contexts to enable students to construct and apply new knowledge and skills;
- encourage and enable students to learn and practice the generic skills and attributes which underpin the characteristics of every graduate within the context of a particular discipline, field of practice and/or industry setting;
- create opportunities for regular feedback about learning progress which acknowledges individual learning achievements;
- encourage students to critically reflect on their learning experiences and relate these understandings to theoretical models and explanations, relevant fields of practice and/or workplace/vocational contexts;
- encourage and enable students to take responsibility for their own learning.

Creation of Supportive Learning Communities

To be achieved through the development, implementation and evaluation of:

- inclusive learning environments and learning partnerships that create a sense of support and belonging by recognising and valuing the diverse abilities, contributions, experiences, backgrounds and efforts through interaction of students and all staff. Such environments may be face-to-face and/or mediated by appropriate information and communication technologies and will be characterised by reasonable adjustments to enable full student participation;
- responsive, flexible courses and programs that increase the level of student centredness, control and access through a range of delivery options including online learning;
- systems, materials and services that are designed to support the learning and teaching activities of the University.

Enhancement and Recognition of Teaching

To be achieved through:

- recognition of excellence in teaching;
- support for innovative and inclusive learning and teaching practices;
- supportive and sustained professional/educational development that is meaningful, applicable and cooperative;
- critical inquiry and research into aspects of tertiary teaching, education and vocational training which link teaching practice with research.

Course and Program Design

Through course and program development, implementation and evaluation to ensure that:

- courses and units are customised and/or contextualised appropriately to meet the prescribed standard of the awarding body and of the needs of the communities and industries we serve;
- holistic and meaningful learning is encouraged through integration of student learning experiences within/across modules, units and courses where applicable;
- generic skills and discipline/vocation specific graduate capabilities are integrated within and across units and courses;
- learning activities and assessment are clearly aligned with stated learning outcomes and assessment criteria as published by the awarding body;
- assessment procedures and practices are valid, fair, flexible, feasible and incorporate clearly defined assessment criteria as published by the awarding body;
- assessment procedures and practices protect the integrity of assessment;
- the use of information and communication technologies is driven by decisions that relate to the science and art of teaching and are in turn designed to enable students to become independent lifelong learners;
- students have access to seamless educational pathways and support networks that encourage and support lifelong learning.

- Tutors to Conduct additional screening to ensure resources used and content presented to students are culturally appropriate.
- Prepare and vet all online resources in advance of all lessons to ensure they are free of any culturally inconsiderate content, including (but not limited to) images, texts, color schemes, and terminologies referencing any of the topics covered in this policy.
- Avoid indoctrination when discussing political or cultural matters in class.
- Immediately report any content discovered in resources that may violate this policy to Middle/Senior Leaders and the Principal.
- Ensure adherence to this policy, including data confidentiality requirements when posting university information on public forums, such as social media channels.

Review history

<i>Last Updated:</i>	<i>February 2025</i>
<i>Reviewed on</i>	<i>March 2025</i>
<i>Next review Date</i>	<i>September 2025</i>