

TEACHING AND LEARNING POLICY

ECC has a teaching and learning strategy which makes demonstrable and explicit the appropriateness of the learning and teaching methods used in relation to the anticipated learning outcomes and skills being developed.

The aim is to impart skill-based knowledge to students. The fundamental learning objective of any programme at ECC is to assist students to develop a capability of analyzing real-life situations [often presenting a problem to be addressed] through applying academic research-based knowledge and conceptual schemes. With this in mind, most of the lectures concentrate/refer to empirical situations they could expect to encounter in their future careers. It will be made clear to students that they will be expected to demonstrate an ability to apply academic knowledge to the analysis of such situations.

In addition, the likelihood that ECC's students will come from a variety of countries and cultures offers them the opportunity to develop important inter-cultural sensitivities through working in cross-cultural teams. With these considerations in mind, we favour the use of student groups on online forums and the preparation of group reports which will count for a portion of their final assessment.

To achieve this variety of learning, a number of approaches have been integrated throughout the programme, with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, organisational visits, electronic workshops and conferencing, case studies), group learning and independent learning are used extensively throughout the programme with the help of Academic Support Officers who are part of the programme delivery along with the main tutors; the level of independence increasing as the student moves through the programme.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case-based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also challenge students in a number of ways.

Aims of the Teaching and Learning Policy

- 1.** To ensure adequate academic infrastructure, learning opportunities, and suitable quality mechanisms are in place to meet the intended learning outcomes at the module level and meet the expectation of the award.
- 2.** To enable students to develop a positive attitude towards independent learning.
- 3.** To allow students to enhance their learning by responding to the needs and interest of students.



4. To encourage quality and responsive teaching strategies and sharing good practices.
5. To ensure that students learn and reach their potential and progress successfully.

Objectives of ECC's Teaching and Learning Policy

1. Tutors should use methods and adopt styles of teaching that ensure learning outcomes at module level and programme level are achieved [to achieve aim 1]
2. E material should challenge and inspire students so that students are motivated and derive satisfaction from their learning. [to achieve aim 2]
3. Approximately no more than 50% of the total credit hours required for any particular module should be spent in directed learning hours, and students should be expected to make use of the remaining 50% of credit hours for independent or moderated learning. [to achieve aim 2]
4. Programme leaders should ensure that a module handbook is prepared and distributed to students in time so that students are fully aware of the learning outcomes, the content of the module, the assessment strategy, the scheme of work, and relevant reference materials. [to achieve aim 1]
5. Ensure teachings are directed towards the achievement of learning outcomes and provide regular and appropriate formative assessment opportunities with appropriate feedback which enables students to progress and build confidence to tackle summative assessments. [to achieve aim 1]
6. Teaching strategy should enable a healthy debate within the forum and teachers and students show mutual respect and encourage participation and engagement. [to achieve aim 5]
7. Listen to the views of students by forming a ,programme representatives group which represents each programme and allows them to take part in programme committee meetings, organize feedback sessions to enable all learners to provide their views on learning, teaching and support. [to achieve aim 3 & 4]

Achievement of Objectives

- 1.** The Academic Coordinator should ensure that an induction programme is conducted for all new academic staff members and appropriate training is provided so that teaching staff are aware of the qualification framework, relevant subject bench mark statements and programme and module specifications provided by the awarding bodies. [to satisfy objective 1, 4 and 5]
- 2.** A template and an example programme/module handbook is to be provided to all new staff members and training given to all new staff as to how the different elements of module specifications are closely related, for example the inter-relationship between the aims, learning outcomes, module content, teaching and assessments. In addition the teaching staff are given access to the ECC VLE to access all of the above information and related college policies and procedures. The teaching staff is encouraged to gain adequate teaching qualifications and/or involve in CPD programmes. [to satisfy objective 1, 4 and 5]
- 3.** Promote interactive learning with staff and collaborative learning with each other with the use of Online Tutors and also by allotting 50% of the guided learning towards such activities. [to satisfy objective 5 and 6]
- 4.** Encourage lecturers to signpost students to relevant course materials and textbooks so as to facilitate access to resources that will support students as individual learners. [to satisfy objective 1]
- 5.** Programme leaders ensure that the module handbook is appropriate and clear and is distributed to students before the academic term begins. [to satisfy objective 4]
- 6.** Encourage a devolved quality framework that assumes the role of Academic Coordinator as of quality nominees for the relevant programmes ensuring that quality management is embedded as close as possible to the point of delivery. [to satisfy objective 4 and 5]
- 7.** Provide opportunities for student and staff feedback by ensuring that programme committee meetings take place, student feedback events are conducted, peer reviews of teaching staff and teaching meetings are regularly conducted in a transparent way and the proceedings of the meetings are documented. [to satisfy objective 2 and 7]



- 8.** Signposting students to the library services and a wide range of free electronic resources that are available. The Student Support Officers pro-actively engage in this process. [to satisfy objective 4]
- 9.** Taking full advantage of the new technology in teaching, learning, and assessment. [to satisfy objective 6]
- 10.** Providing clear feedback of all the formative and summative work and enhancing the development of reflective practice as part of the learning process. Most of the formative feedback is given by the Online Tutors. [to satisfy objectives 2 and 3]
- 11.** Keeping the student recruitment strategy under review to ensure that all aspects of the centre's marketing and public information contribute to student recruitment and to meet the needs of academic disciplines. [to satisfy objective 6]
- 12.** Encouraging the active involvement of students in all aspects of the academic life, particularly the academic services [e.g. library and computing services]. [to satisfy objective 2 and 7]
- 13.** For the development of all online material, the ECC E-Content Development Policy is too referred and applied. [All Objectives]

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