Policy on the design and delivery of teaching and learning

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| **Responsible Executive** | **Vice Chancellor** |
| **Responsible Division** | **Directorate of Quality Assurance** |
| **Approved By** |  |
| **Date Approved** |  |
| **Review Date** | **After every four (4) years** |
| **Stakeholders affected by this policy** | **All categories of staff and students of University of Nigeria Nsukka as well as their partners (JAMB, ALUMINI, FGN and local and International**  **collaborators)** |

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# 1. Purpose and Objectives

The purpose of this policy is to establish a comprehensive framework for the design and delivery of learning and teaching methods across the University of Nigeria. This policy outlines the roles and responsibilities of teaching staff, technical staff, students, and university management at the department, faculty, and institutional levels in creating an inclusive, effective, and innovative learning environment. The policy aims to ensure that educational practices are student-centered, aligned with academic standards, and responsive to evolving educational needs.

**Objectives:**

* To provide clear guidelines for the development, implementation, and ongoing enhancement of teaching and learning practices.
* To support a collaborative environment where teaching staff, technical staff, students, and management work together to achieve high-quality learning outcomes.
* To encourage innovative and inclusive teaching practices that accommodate diverse learning needs and promote student engagement.
* To outline the roles and responsibilities at various organizational levels to ensure accountability and consistency in delivering educational excellence.

# 2. Scope

This policy applies to all teaching and technical staff, students, and management at the departmental, faculty, and university levels who are involved in teaching, learning, and academic support across undergraduate, postgraduate, and continuing education programs.

# 3. Key Principles

1. **Student-Centered Learning:** Emphasize learning methods that place students at the center, promoting active engagement, critical thinking, and the acquisition of relevant skills.
2. **Inclusivity and Accessibility:** Ensure that teaching and learning practices are inclusive, accessible, and respectful of diverse backgrounds, learning preferences, and abilities.
3. **Collaborative Learning Environment:** Foster a collaborative environment where teaching staff, technical staff, students, and management at all levels work together to create a supportive and dynamic learning space.
4. **Innovation in Teaching:** Encourage adaptive teaching methods that incorporate educational technology, blended learning, and other innovative practices to enhance learning.
5. **Accountability and Continuous Improvement:** Support regular evaluation and feedback processes to ensure that teaching methods meet institutional goals and adapt to new educational standards and feedback from all stakeholders.

# 4. Policy Guidelines

## 4.1 Curriculum Design and Pedagogy

* **Learning Outcomes:** Clearly define learning outcomes that align with academic, departmental, and university-level goals and meet industry standards where applicable. Outcomes should be communicated to students at the start of each course.
* **Evidence-Based Teaching Methods:** Adopt evidence-based pedagogical approaches, including active learning, flipped classrooms, and problem-based learning, to enhance understanding and student engagement.
* **Integration of Technology and Resources:** Incorporate digital resources, such as Learning Management Systems (LMS), multimedia content, and interactive tools, to enhance the learning experience and accommodate various learning styles.

## 4.2 Delivery of Teaching

* **Varied Teaching Approaches:** Teaching staff should use diverse instructional methods (e.g., lectures, workshops, lab sessions, seminars, group projects) to accommodate different learning preferences and foster comprehensive skill development.
* **Student Feedback Mechanisms:** Establish regular feedback mechanisms (e.g., mid-course surveys, focus groups, evaluations) to inform ongoing course improvements and foster an adaptive teaching environment.
* **Adaptive Learning Tools:** Use adaptive learning tools that provide personalized feedback and support, helping students progress at an appropriate pace and receive tailored assistance where necessary.

## 4.3 Assessment and Evaluation

* **Alignment with Learning Outcomes:** Design assessments that align with course learning outcomes, enabling students to demonstrate the knowledge and skills specified in course objectives.
* **Balanced Formative and Summative Assessments:** Ensure a balanced approach between formative (ongoing) and summative (final) assessments, providing students with continuous feedback and a final evaluation.
* **Self-Assessment and Reflection for Students:** Encourage students to engage in self-assessment and reflection activities to foster self-awareness and personal responsibility for learning.

# 5. Roles and Responsibilities

## 5.1 Teaching Staff

* **Instructional Design and Delivery:** Develop engaging, inclusive, and flexible course content aligned with learning outcomes. Deliver content using a variety of methods to address different learning preferences.
* **Assessment and Feedback:** Design assessments that provide constructive feedback and measure student progress in achieving course objectives.
* **Professional Development:** Engage in ongoing professional development and peer reviews to refine teaching practices and stay current with educational trends and technology.

## 5.2 Technical Staff

* **Technical Support and Resource Preparation:** Provide practical support, including lab setup, technical troubleshooting, and assistance with digital resources, to facilitate smooth and efficient course delivery.
* **Collaboration with Teaching Staff:** Work closely with teaching staff to ensure all resources, equipment, and technological tools are prepared and optimized for effective teaching.

## 5.3 Students

* **Active Participation in Learning:** Actively participate in classes, assignments, and group projects, taking responsibility for personal learning and development.
* **Feedback Contribution:** Provide constructive feedback on teaching and learning methods, contributing to continuous improvement efforts.
* **Self-Assessment and Responsibility:** Engage in self-assessment, set learning goals, and seek support proactively to enhance personal learning outcomes.

## 5.4 Departmental Management

* **Oversight of Teaching Standards:** Ensure teaching methods align with university standards and departmental goals and support innovation and inclusivity in learning practices.
* **Support for Professional Development:** Facilitate opportunities for teaching and technical staff to participate in professional development and skills enhancement.
* **Curriculum Review and Improvement:** Conduct regular reviews of curriculum and teaching practices based on feedback from students, staff, and other stakeholders, supporting necessary adjustments.

## 5.5 Faculty-Level Management

* **Alignment of Teaching Standards:** Ensure consistency in teaching practices across departments within the faculty, promoting a high-quality and cohesive learning experience.
* **Resource Allocation:** Allocate resources to support innovative teaching methods, professional development, and student support services, including tutoring and counseling.
* **Monitoring and Evaluation:** Oversee the evaluation of teaching practices, student outcomes, and feedback, ensuring alignment with faculty and university goals.

## 5.6 University-Level Management

* **Strategic Leadership and Policy Development:** Provide strategic direction on teaching and learning policies, ensuring they align with the university’s mission, values, and long-term objectives.
* **Provision of Resources and Support:** Ensure adequate resources are available for faculty and departments to implement effective teaching practices and support staff and student needs.
* **Continuous Improvement Initiatives:** Promote university-wide initiatives for teaching innovation, inclusivity, and quality assurance, benchmarking against best practices in higher education.

# 6. Monitoring and Evaluation

* **Annual Review and Improvement Process:** Conduct an annual review of teaching practices, curriculum, and student outcomes at the department, faculty, and university levels, incorporating feedback from all stakeholders.
* **Performance Metrics:** Develop and utilize metrics, such as student satisfaction rates, learning outcome attainment, retention rates, and graduate success rates, to assess teaching effectiveness and identify areas for improvement.
* **Benchmarking and Best Practices:** Benchmark teaching methods and policies against peer institutions and best practices to ensure alignment with industry standards and advancements in pedagogy.

# 7. Policy Review

This policy will be reviewed every four years to ensure it remains aligned with current educational standards, technological advancements, and institutional goals.