Student-Centred Learning, Teaching, and Assessment Draft Quality Assurance Policy



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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

This policy provides a framework to ensure high-quality, student-centred approaches to learning, teaching, and assessment at the University of Nigeria. It sets standards to facilitate engaging, inclusive, and outcome-oriented academic practices that place students' needs, interests, and development at the forefront of their education.

# 2. Scope

This policy applies to all faculty, staff, and students engaged in teaching and learning processes across all academic programs. It governs the design, delivery, and assessment of curricula to ensure that practices meet institutional standards and student needs.

# 3. Guiding Principles

* **Student Empowerment:** Promote students as active participants and collaborators in their learning journeys, encouraging self-regulation, critical thinking, and independence.
* **Inclusivity and Accessibility:** Ensure that all learning, teaching, and assessment methods are inclusive, equitable, and respectful of diverse student backgrounds, learning styles, and abilities.
* **Transparency and Fairness:** Maintain clarity in learning objectives, assessment criteria, and expectations, ensuring that all students are assessed fairly and informed on progress, performance, and areas for improvement.

# 4. Policy Statements

## 4.1 Student-Centred Learning Environment

* + Develop flexible and dynamic curricula that prioritize students’ personal and academic development.
  + Incorporate experiential learning, project-based activities, and practical applications that connect theory to real-world contexts.
  + Promote an environment that encourages students to provide input on curricula, materials, and teaching methods, fostering a culture of continuous feedback and improvement.

## 4.2 Student-Centred Teaching Practices

* + Support faculty in adopting evidence-based, student-centred pedagogies, including active learning, problem-solving, and interactive instructional techniques.
  + Employ a diverse range of instructional methods and tools to accommodate different learning styles, fostering engagement, comprehension, and retention.
  + Encourage a teaching approach that values student feedback and adapts to student needs, enhancing the relevance and applicability of course content.

## 4.3 Student-Centred Assessment Methods

* + Implement diverse and inclusive assessment strategies aligned with clearly defined learning outcomes, such as formative assessments, practical applications, and reflective assignments.
  + Provide timely, constructive, and specific feedback to support student progress, foster self-assessment, and encourage reflection on learning.
  + Enable students to take an active role in their assessments through opportunities for self-assessment, peer assessment, and setting learning goals, promoting autonomy and accountability.

# 5. Responsibilities

* **Faculty and Teaching Staff** are responsible for incorporating student-centred methods in teaching and assessment, ensuring fairness, inclusivity, and responsiveness to student feedback.
* **Academic Support Units** provide resources and training for faculty to adopt and implement student-centred approaches, addressing evolving needs in learning, teaching, and assessment.
* **Quality Assurance Office** monitors adherence to the policy, analyzing data from evaluations, student feedback, and academic results to assess and improve practices.
* **Students** are encouraged to actively participate in the learning process, providing constructive feedback and engaging in self-directed learning.

# 6. Monitoring and Evaluation

* **Data Collection and Analysis:** Gather data from student feedback surveys, course evaluations, peer assessments, and focus groups to evaluate the effectiveness of learning, teaching, and assessment approaches.
* **Regular Audits and Reviews:** Conduct regular audits and program reviews to assess alignment with policy standards, make adjustments based on feedback, and implement best practices.
* **Continuous Improvement:** Use insights from data analysis to continually enhance student-centred practices, adjusting methods and policies to reflect changing needs and academic standards.

# 7. Related Policies

* [University Learning and Teaching Policy]
* [Assessment and Grading Policy]
* [Equity, Diversity, and Inclusion Policy]
* [Student Support Services Policy]

# 8. Policy Review and Revision

This policy will be reviewed every three years or as necessary to respond to advancements in teaching methods, evolving student needs, and best practices in higher education.