

# ICK TEACHING, LEARNING AND ASSESSMENT POLICY

## Table of Contents

1. Policy Statement .....	2
2. Scope.....	2
3. Policy principles .....	2
4. Policy objectives.....	3
5. Responsibilities.....	3
6. Effective Teaching and Learning .....	3
6.1 Lecturers' tasks.....	3
6.2 Learners' tasks .....	5
7. Teaching and learning strategies .....	6
8. Assessment .....	7
8.1 Assessment strategy.....	7
8.2 Internal and external moderation.....	8
8.3 Strategy for feedback and student support during the module .....	8
9. Review .....	9

## **1. Policy Statement**

The vision of ICK is to be a Catholic institution of higher learning aimed at excellence in academic knowledge and professional skills. The mission of ICK is to provide quality education based on Christian values, develop research and initiate community services in order to participate in the transformation of the society and help reach the sustainable development of the population. This is the reason of ICK's motto: Science - Conscience - Development.

This policy aims to keep learning at the heart of what we do at *Institut Catholique de Kabgayi* and provide all stakeholders with what teaching, learning and assessment clearly entail.

## **2. Scope**

This policy applies to all teaching, learning and assessment delivered under the auspices of Institut Catholique de Kabgayi.

## **3. Policy principles**

This Policy document articulates the broad principles underlying learning and teaching in the Catholic tradition at ICK. These are:

- Learning, teaching and assessment attends to spiritual, moral, values and ethical perspectives – a key dimension within ICK's curriculum. This includes attention to equity and developing a sensitivity to social justice;
- Academic staff and students are empowered to engage in learning and teaching which is critical, well informed, up-to-date with knowledge and research in the substantive disciplines, and innovative; and makes appropriate use of information and communications technologies;
- Module and unit documentation, learning experiences and resources are systematically developed and used to support quality learning and teaching practice;
- Learning and teaching processes and outcomes are monitored and evaluated to maintain the focus on excellence, relevance and quality.

#### **4. Policy objectives**

The policy aims to:

- Develop a shared and consistent understanding and approach to learning whilst understanding that staff have different styles, strengths and approaches to teaching.
- Provide a learning environment where all our students are able to achieve their potential, developing core life and employability skills as well as achieving the highest academic qualifications possible.
- Ensure that teaching and learning are aligned with professional industrial practices to provide stimulating and real- world learning experiences for our students.
- Outline and clarify practices for monitoring and evaluation, supporting the continual raising of standards for teaching and learning and as a consequence, attainment and achievement.

#### **5. Responsibilities**

The Faculty has overall responsibility for the implementation of the Teaching, Learning and Assessment policy. This responsibility will be developed and managed by all staff involved in curriculum delivery, learner support and assessment.

The Office of Coordination of Courses and Examinations in collaboration with Heads of Departments will monitor the implementation of this policy with support from Programme Leaders through formal observations of teaching / learning, teaching practice visits, sampling of programme documentation, team meetings, examination boards etc.

#### **6. Effective Teaching and Learning**

##### ***6.1 Lecturers' tasks***

For effective teaching and learning to take place, ICK expects lecturers:

- To be knowledgeable and enthusiastic about own subject areas and to be willing active learners to engage with and deliver new content, often on a joint learning journey with the students.
- To be prepared to work collaboratively with lecturers of the same module and employer's partners to deliver the project based learning that is at the heart of teaching and learning at ICK.
- To plan and deliver lessons and sequences of lessons that:
  - Utilise a variety of teaching strategies designed to engage all the students
  - Take in account the individual needs and preferred learning styles of all the students.
  - Ensure that the content is personalized to provide the appropriate challenge for all students.
  - Focus on the learning rather teaching, allowing the students to develop through the learning experience, their Personal Learning and Thinking Skills that are core to the learning philosophy at ICK.
- To give regular feedback to students, in line with the ICK's Teaching, Learning and Assessment Policy, which will enable them to make sustained progress with their work.
- To monitor and present the outcomes of the progress of the students they teach, both at individual, sub- group and class level; and to plan intervention strategies, both individually and working with other members of staff as appropriate.
- To ensure good relationships are established through creating a positive learning environment and through understanding the needs and abilities of each student.
- All teaching at ICK will have clear Learning Outcomes that where possible should highlight the skill that it is being developed rather than a task. It should where possible make clear links to other areas of learning and to the core Personal Learning and Thinking Skills.

- Although all learning should have clear objectives, they may refer to an extended aspect of learning rather than the traditional discrete lesson. These objectives should be shared with students and teachers will use their judgement as to the best approach to take depending on the nature of learning activity, e.g., discovery lessons may be done with the objectives being shared reviewed at the end.
- To ensure that the teaching spaces are kept tidy and well organized reflecting professional working practices. They should also provide a stimulating environment using displays etc. to engage, challenge and inspire students.
- In all aspects of learning, Lecturers should look for opportunities to develop skills in numeracy, literacy, ICT, Personal Learning and Thinking Skills.

## **6.2 Learners' tasks**

- Students are required to adhere to the Student's Disciplinary Code of Conduct and to other responsibilities provided in the Student Handbook.
- Learners must take responsibility for their own learning. This includes attending lessons at least 85% of the classes, assessments and other learning opportunities regularly, on time and prepared.
- Students must submit assignments/assessments by the due date. Non-submission or non-attendance will lead to a mark of zero for the assignment or examination unless adequately justified. Students are responsible for informing the Module Leader and/or their Lecturer of any reason why assessments/assignments cannot be completed on time prior to deadline.
- Students are required to attend examinations 10-15 minutes before the scheduled start and be fully prepared. Students found guilty of academic misconduct, such as plagiarism, will face disciplinary action and possibly expulsion (see Student's Disciplinary Code of Conduct and General Academic Regulations of ICK).

## 7. Teaching and learning strategies

ICK aims to promote genuine student-led enquiry based learning, with students both working independently and collaboratively. To this end, teaching and learning strategies used are the following:

- Teaching and learning are based on modular system. Modules are credit-rated, one credit being equivalent to 10 notional learning hours.
- In teaching modules, everything starts with the module teaching team members who have the task to make explicit the learning outcomes to attain at the end of the module. These Learning Outcomes articulate the specific achievements in skills, knowledge and application necessary to demonstrate student qualities in a particular discipline.
- The modular system is a student-centered approach. The face-to-face or teaching hours will account for only 60% of all the hours dedicated to a module. Students are requested to make use of the remaining hours for their own learning.
- The module handbook as well as readings and other relevant course materials will be elaborated well in advance and handed out to students before teaching sessions. Students will be requested to consult the materials provided and to locate the areas of difficulty that they will have to discuss with the relevant module team members in class.
- Independent readings will strongly be encouraged among students for their further understanding. Beyond class, consultation times will be arranged on a weekly basis for students who need remedial or additional support.
- Different approaches will be used depending on the nature of the programme. Lecturers will apply different approaches such as: *discovery or research-guided approach, participatory approach, presentation approach and application approach.*
- In some programmes (e.g. Journalism and Environmental Management), classroom-based learning has to be accompanied by a practical work in studio, laboratory or on field in order to attain the learning outcomes ascribed to such a programme.
- All ICK students participate in a six-week industrial attachment programme which is an opportunity to match what they have learnt in the classroom and the realities on the ground.

## **8. Assessment**

Assessment is a vital part of the learning and teaching process. In addition to providing a measure of the students' achievement on qualification-based courses, it also provides diagnostic information that assists both staff and students in the ongoing improvement of the learning and teaching process.

### ***8.1 Assessment strategy***

Two types of assessment will be set, namely the Continuous Assessment Tasks (CATs) as a formative assessment and the Final Assessment as summative assessment.

CATs are meant to assess what students are progressively achieving both at individual level and in peer groups and will account for 60% of the total mark. The final assessment is exclusively meant to assess the individual student's achievement and will account 40% of the total mark.

All modules have learning outcomes, which are what the assessment is to test. These learning outcomes cover knowledge/understanding, cognitive skills, practical skills and personal/transferable skills. The assessment for each module must cover all these objectives, and it must be clear what a given assessment task covers and that it is appropriately designed to do so.

Assessment must be planned by the module team which taught given modules and verify that assessment outcomes of students are valid and in line with awarding body verification and assessment procedures.

At the time of announcement of assessment tasks, students are provided with a clear description of the expected standards of performance and marking criteria.

The results and grades of formative and summative assessment will be in line with academic and awarding body regulations and students are entitled to access results and grades of assessment in line with academic and awarding body regulations.

## ***8.2 Internal and external moderation***

Moderation is a means of ensuring that the standards according to which learners are assessed are consistent. Both internal and external moderation of assessments will be used.

All final assessments must be internally and externally moderated prior to being administered to students to ensure they are fit for purpose and are up to the desired standards. The internal and external moderation of assessments shall be done by the academics who are different from those who have designed the assessment but who are knowledgeable in the area. Such moderators shall also have no actual or perceived interest in the outcome of the assessment.

The internal and external moderation of assessments includes the consideration of:

- The correspondence between module description, teaching sessions and assessment questions
- The extent to which the module learning outcomes are covered by the assessment questions
- The extent to which the assessment questions seem fair in light of what has been taught and are unambiguous
- The verification and review of the assessments before they are set.

## ***8.3 Strategy for feedback and student support during the module***

In addition to the feedback given on each assignment, students will be entitled to consult any lecturer they wish in case they have problems in the module.

Students will also be requested to share their assignment results with their classmates for self-correction. A debriefing session would be organized by the lecturer.



#### **8.4. Appeal**

Students may appeal against a grade on the grounds of factual error in the marker's comments, demonstrable bias, or maladministration of the process. Such an appeal shall be lodged in writing with the Dean of the Faculty responsible for the Programme within one week of the mark being published and shall be supported by evidence.

The appeal shall be considered by a committee consisting of the Dean, the Programme Leader (or another academic member of the programme team if the Programme Leader is the marker) and one other academic member of staff with relevant knowledge from outside the team, and this committee shall change or confirm the grade within one week of the receipt of the appeal.

One further appeal is permitted against bias or maladministration, to the Vice Rector Academic, but any such appeal must be accompanied by fresh evidence not considered at the level of Faculty. There is no further appeal beyond this level.

#### **9. Review**

From time to time, ICK may make changes to this Policy and relevant Guidelines to improve the effectiveness of its operation.