



TITLE: *TEACHING AND LEARNING POLICY*

Effective Date	29 July 2020	Version	3
			The following updates were made to this policy: developments to the area of teaching and learning were added to the policy; hyperlinks to the appendices were added for document control purposes and a list of referenced policies were added.
Approved By	Academic Council	Date Approved	29 July 2020
		Review Date	29 July 2025 <i>or as required</i>
Superseded or Obsolete Policy / Procedure(s)		Owner:	
2 – <i>Teaching and Learning Policy</i> (5 April 2017)		Office of the Registrar	
Policy reviewed to include academic best practice in the area of teaching and learning, alignment with the CCSP <i>Policy on Policies</i> and European / national quality assurance guidelines and procedures.			
1 – <i>Quality Assurance Handbook</i> (6 December 2011)			
Initial Issue			

1. Purpose of Policy

The purpose of this document is to set out the *Teaching and Learning Policy* of Carlow College, St. Patrick's (hereafter Carlow College), which informs: (i) the educational practice in the College; (ii) ensures it is consistent with regulatory requirements applying; (iii) maintains the

currency of practice with national and international developments; and (iv) secures the ongoing development of the College's learning environments.

The Policy is consistent with, and designed to support, the College's mission by ensuring the provision of quality educational programmes that support the achievement of student learning outcomes and enable access and educational progression for a diverse student population.

The key regulatory requirements relevant to this Policy are:

- the National Framework of Educational Qualifications (2003);
- the Framework for Qualifications of the European Higher Education Area (2005);
- the role and functioning of Quality and Qualifications Ireland as the degree awarding body for Carlow College.

2. Scope of Policy

Teaching and Learning is at the core of the institutional purpose of Carlow College. The provisions and application of this Policy is mandatory on all College personnel engaged with Teaching and Learning, whether in a direct or in a support capacity.

3. Policy Statement

3.1 An ethos that promotes learning and enquiry

We promote a learning culture that is inclusive in scope and attends to the support needs of the diversity of learners whom we seek to attract and whom we serve.

We work to develop and enhance a suite of flexible learning pathways, pedagogical methods, and a range of delivery modes so as to support learning across a diverse community.

Through our staff recruitment and staff development policies and practices we seek to ensure that:

- academic staff are appropriately qualified and experienced for the roles they fulfil;
- are actively engaged with their professional and disciplinary communities;
- are enabled to keep up to date with contemporary advances and research in their professions, academic disciplines;
- are supporting in utilising inclusive approaches to teaching, learning and assessment.

We work to develop and promote a capacity for learning autonomy on the part of learners over the course of their educational progression while providing adequate guidance and support to enable them to achieve the required learning outcomes effectively.¹

In our educational practice, we look to promote mutual respect in the learner-teacher relationship.²

¹ For more information on learner supports, please see *Quality Assurance Policy*, Section 4.7: Learner Supports.

² For more information on the promotion of mutual respect in learner-teacher relationship, see the *Learner Code of Conduct and Disciplinary Policy*; *Fitness to Continue in Study Policy*; and the *Teaching Code of Conduct*.

To support this ethos, the College has a Learner Information and Retention Officer (LIRO) and we maintain clear procedures for dealing with learner complaints. We seek to ensure that all learners are made aware of these procedures and their operation.³

3.2 Ongoing monitoring and evaluation

The College is committed to ongoing and progressive evaluation and monitoring of the quality and effectiveness of its teaching and learning:

- all programmes are evaluated at programme and module level on an annual basis in relation to curriculum content, teaching methodologies and methods, and student achievement of prescribed learning outcomes;
- feedback from learners and other stakeholders is collected and informs programme review and development.
- the oversights, framing and mechanisms for these evaluations are set at College level by the Office of the Registrar in consultation with Programme Directors and Programme Boards.⁴

3.3 National and international effective practice

The College works to ensure that in its Teaching and Learning practice it is informed by developments in pedagogical practice at third level, both nationally and internationally. To advance this purpose, the College has established a Teaching and Learning Committee with a brief to advance teaching and learning practice in the College (Appendix 2: *Terms of Reference of the Teaching, Learning and Assessment Committee*). The College is also an associate member of the National Forum for the Enhancement of Teaching and Learning and is represented at their meetings.

3.4 Maintaining and Developing the Learning Environment

The College recognises the importance of a learning environment that supports the achievement of both general and specific learning outcomes. The learning environment is multi-faceted and related to the general learning ethos promoted, the specific programmes offered by the College, the delivery, learning and assessment modes, learner accessibility to the built environment and to online resources used in the College.

The degree to which the learning environment is fit-for-purpose is reviewed annually through a number of modalities: committees (i.e. the Teaching, Learning and Assessment Committee and the Learner Resources Committee); learner representatives on the Programme Boards; annual monitoring reports (i.e. the Programme Board Monitoring Reports and the Cross-Programme Monitoring Report) and external stakeholders (i.e. External Examiners and External Reviews). The long-term strategic development of the learning environment is informed by the [Teaching, Learning and Assessment Strategy, 2018 – 2022](#).

Practice placements: Carlow College offers practice placement opportunities on a number of its programmes that may involve working with children and vulnerable persons. Whether or not these placements are a core element of professional qualification, or more broadly offer opportunities to further professional development, learners are required to be Garda Vetted

³ For more information, please see the *Learner Grievances and Complaints Policy*; *Learner Code of Conduct and Disciplinary Policy*; *Dignity and Respect Policy*; and *Equality Policy*.

⁴ For more information on programme monitoring and review, please see *Quality Assurance Policy*, Section 4.3.3: Programme Monitoring and Review.

prior to commencing their practice placement.⁵ Learners are expected and required to conform to the code of ethics and conduct of relevant professional bodies, in addition to the College requirements. All learners are subject to the *Fitness to Practice Policy* and the learners enrolled on the Applied Social Studies (Profession Social Care Programme) are subject to the *Breach of Professional Conduct (Professional Social Care) Policy*.

4. Responsibility and Roles

The Office of the Registrar and the Vice President for Academic Affairs holds responsibility for all matters, including Quality Assurance, in relation to Teaching and Learning. In this role, it is supported by the relevant College Committees, including the Teaching and Learning Committee. The Office reports to the President, the Academic Council and the Board of Governors.

5. Associated Documentation

- [Appendix 1: Teaching Code of Conduct](#)
- [Appendix 2: Terms of Reference of the Teaching, Learning and Assessment Committee](#)

6. Referenced Policies

- *Assessment Re-Check, Review and Appeals Policy*
- *Dignity and Respect Policy*
- *Equality Policy*
- *Fitness to Continue in Study Policy*
- *Fitness to Practice Policy*
- *Garda Vetting Policy*
- *Learner Code of Conduct and Disciplinary Policy*
- *Learner Disability Policy*
- *Library Admissions and User Services Policy*
- *Quality Assurance Policy*

7. Monitoring and Review

The Teaching, Learning and Assessment Committee will monitor the implementation of the *Teaching and Learning Policy* and annually monitor / review the Policy.

⁵ For more information, please see the *Garda Vetting Policy*.