

## Teaching and Learning Policy (ED-Pol-062)

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<b>Related Documents</b>	<p>ED-Pol-026 – Programme Development Policy</p> <p>QA-Pol-023 – Quality Assurance and Enhancement Policy</p> <p>QA-Pol-097 – Programme, Monitoring and Review Policy</p> <p>ED-Pol-063 – Academic Integrity Policy for Learners</p> <p>ED-Pol-066 – Disciplinary Policy and Procedure for Learners</p> <p>ED-Pol-067 – Academic Integrity Policy for Faculty</p> <p>ED-Pol-070 – Disciplinary Policy and Procedure for Faculty</p>

## 1. Purpose

The purpose of this policy is to articulate the principles that guide the delivery of effective teaching and optimum learning in a supportive learning environment as it pertains to the provision of education programmes for RCPI learners. The policy aims to:

- Instil a learner-centred approach.
- Commit to on-going monitoring and improvement.
- Provide a guideline for faculty with regards to all aspects of the teaching and learning approach in RCPI i.e., during programme and module preparation, module delivery and module assessment and feedback.
- Provide guidelines for faculty on supporting learners experiencing difficulties with programme content or assessment as well as the additional supports available through the Programme Coordinator and the Student Support Officer.
- Recognise the diversity of our learner population and that our teaching and learning strategies should be adapted when necessary.
- Recognise the variety of clinical and non-clinical backgrounds and disciplines of our faculty and the value that each brings to RCPI's approach to teaching and learning.
- Align with the requirements and standards of Quality Qualifications Ireland (QQI) and the Standards and Guidelines for Quality Assurance in European Higher Education Area (ESQ 2015).

## 2. Scope

This policy applies to RCPI staff and faculty with responsibility for design, delivery or decision-making related to teaching and learning as part of the provision of programmes in RCPI.

## 3. Teaching and Learning – Guiding Principles

### 3.1 Teaching and Learning

- 3.1.1 The design of Teaching and Learning Strategies is guided by [Programme Development Policy \(ED-Pol-026\)](#) and implemented in accordance with [Curriculum Development Procedure \(ED-SOP-029\)](#).
- 3.1.2 Teaching and Learning Strategies are closely aligned with Minimum Intended Programme Learning Outcomes (MIPLOs) and with Minimum Intended Module Learning Outcomes (MIMLOs) and the Programme Assessment Strategy.

3.1.3 Learners are provided at different stages with information that promotes learning; pre-enrolment, at enrolment, pre programme material, at start and throughout the programme. This includes clear articulation of learning outcomes, associated teaching and learning plan, assessment techniques and how all three components are inter-related.

3.1.4 Within the context of providing Education Programmes, RCPI recognises and encourages the autonomy of learners and the inherent dynamic with an individual's requirement for support.

### **3.2 Promotion of learning**

3.2.1 Alignment with intended learning outcomes is demonstrated in how teaching and learning approaches are considered and planned.

3.2.2 Teaching and learning methods and activities are designed to support the learner towards the achievement of the learning outcomes.

3.2.3 Assessment feedback to the learner is delivered to enable learner appreciation of their progress in terms of learning outcomes.

3.2.4 The [Teaching Faculty Recruitment, Selection and Development Policy \(ED-Pol-057\)](#) ensures that faculty are appropriately qualified and experienced.

3.2.5 Faculty and learners are empowered and supported to engage in learning and teaching practices that are innovative and evidenced based. Information to support faculty and learners is available on the Learner Resources and Supports webpage and Faculty Resources and Support webpage of the RCPI website.

3.2.6 Faculty use appropriate and effective approaches to teaching and learning in line with RCPI's [Teaching, Learning and Assessment Framework \(ED-GL-061\)](#).

3.2.7 The programme content and how it is taught supports the engagement of learners. It is current, evidence based, relevant and supports the achievement of learning outcomes.

3.2.8 There are procedures in place for dealing with learner complaints such as the [Complaints Policy and Procedure for Learners \(ED-Pol-065\)](#).

3.2.9 There are procedures in place for dealing with learner appeals; [Appeals Policy \(ED-Pol-071\)](#) and [Appeals Procedure \(ED-SOP-072\)](#)

3.2.10 Many members of RCPI's Faculty are clinically based and bring their experience and engagement with current and emerging evidence to programmes.

### 3.3 Learning Environments

- 3.3.1 RCPI is committed to the personal and professional development of learners in which, for example the clinical environment is mimicked, inclusion of scenarios, opportunities for reflection, feedback and inclusive participative approaches.
- 3.3.2 RCPI values diversity and aims to attend to the needs of learners through the provision, as appropriate, of online programmes, blended learning programmes and various online interactions facilitated by VLE.

## 4. References

Quality Qualifications Ireland (2016) Core Statutory Quality Assurance Guidelines

<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

ENQA (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

[https://enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

QQI Topic Specific Statutory QA Guidelines for Providers of Blended Learning Programmes (2018)

<https://www.qqi.ie/Publications/Publications/Statutory%20QA%20Guidelines%20for%20Blended%20Learning%20Programmes.pdf>