



Policy Document on Teaching, Learning and Assessment in Higher Quality Accredited Institutions

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Abstract: This specific Policy document ensures of which the teaching, learning in addition to assessment methods are upwards to the amount of typically the course and are ideal to the attainment involving objectives and intended understanding outcomes of the program and the course. The particular policy requires that school members use recent in addition to variety of teaching, mastering methods and assessment methods. Higher Quality Accredited Institutions will continue to further more improve the standard involving teaching and learning via recognition, sharing and moving of good practices to be able to inspire the learners to be able to achieve their potentials throughout a multicultural environment in addition to in turn, improve accomplishment, retention and learners pleasure.

Keywords: Higher Quality Accredited Institutions, Teaching, Learning & Assessment, Course Intended Learning Outcomes, Programme Intended Learning Outcomes

I. INTRODUCTION

This particular policy document covers treatments all academic units which include colleges and centers in the university to ensure the particular continuous improvement of Coaching, Learning & Assessments while shown by student opinions for good teaching, related skills, and overall fulfillment through peer/classroom observation as well as in student retention. It consists of the role of the particular quality training, learning and even assessment inside the design involving the program and program structure. It also offers procedures along the shipping of the programme, analysis of students' learning effects and the improvement with the teaching-learning experience of the particular students. website. Formative Tests are non-evaluative activities that will be directed at helping, encouraging, motivating, and improving learning. For example, quizzes, seat work exercises, class discussion, etc.

Summative Examination are evaluative activities, surrounding to the grades that will provide a measure plus record of what scholar learning has been reached. For example, final test, final project, oral business presentation, and so forth Training and Learning will be the procedure of delivery of teaching and acquisition of information having a range of ideal methods utilized by teachers in order to help students achieve the particular Student Outcomes / System

Intended Learning Outcomes and even Student Outcomes / Training course Intended Learning Outcomes.

II. ROLES AND RESPONSIBILITIES

Program Co-ordinator is responsible intended for the development of typically the training and teaching techniques inside a cluster of training determined by international rules and criteria through: (1)envisioning teaching, learning and evaluation as their priority; (2) regular communication/dialogue about training, learning and assessment together with other faculty, programme/department mind; (3) regular reflection about teaching, learning and evaluation using learners feedback while basis; (4) participating throughout peer observation within plus across department; (5) helping others to inspire; plus (6) attending teaching development activities. Department Head is definitely responsible for assigning classes to individual faculty associate and ensure the suitable conduct of teaching, studying,

and assessment in their own college through: (1) standard monitoring of teaching, understanding and assessment practices; (2) conduct of classroom statement and collects other info (e. g. survey results) that inform judgment regarding quality of teaching, mastering and assessment; (3) keep track of the effect of concours to improve the caliber of training, learning, and assessment; (4) facilitating peer



observation and even monitoring its effectiveness; (5) supporting improvements by preparing appropriate training and supervising the impact of this particular; and (6) ensures teachers members apply the training, learning and assessment techniques. College Deans ensure of which the policy is executed in their respective universities per programme, and each course according to university or college procedures. Overall Academic Leader ensures that this coverage is implemented across most colleges.

III. TEACHING & LEARNING PROCEDURES

A. Teaching Procedures

Inside the design and development involving curriculum, Top quality Accredited Organizations (1) expects that their courses and programmes, (2) reflect a continuing commitment in order to pedagogy, and good training should be maintained pertinent and recent scholarships, (3) provide students with possibilities for directed and home directed learning, (4) are created to consider the equitable work loads, student support for studying, student assessment, marking methods, assessment of competency or even grade distribution, and conformative feedback on progress; (5) make certain that students receive organized learning resources provision; (6) ensure the alignment associated with Programme Intended Learning Final results with assessment tasks in addition to the associated teaching plus learning activities; (7) adapt to all quality-related specifications, rules, policies and operations developed by or from the Academic Council; (8) fulfill the learning needs of some sort of diverse multicultural student account; and (9) meet typically the requirements as outlined inside the relevant Work-Based Learning (WBL) activities.

B. Course Delivery Procedures

Top quality Accredited Institutions requires that will: (1) students who are usually officially enrolled receive program materials, assessment tasks plus assessment criteria within typically the marking timeframes; (2) e-Learning / Moodle to guarantee the development and shipping and delivery of course materials of which are high quality and provided on time; (3) programs at all levels around colleges are consistently effectively taught; (4) consideration offers to diverse multi-cultural experience and learning needs associated with students; (5) consideration offers in using variety involving teaching methods as expected by the course levels and the course subject areas as well as typically the expected Intended Learning Outcomes; (6) learners receive equity of studying resources provision and

advice to support learners' success of learning outcomes; (7) concerned faculty member assures that00 students in any kind of course of study will be engaged and enjoy their own learning and teaching encounters, particularly in relation in order to the moderation of evaluation; and (8) faculty associates plan for and allow for the progression of scholar work from introductory duties and knowledge to expertise and proficiency with self-control specific skills and this kind of task for each showing period. Particular attention can be given to the very first year of study, whenever students should be released to area of expertise, academic conventions, and technological capability, and should be provided support, guidance and possibilities for formative improvement by means of varied assessments.

For learners with special needs: (1) For young students with visual and even hearing impairments, faculty need to identify strategic location throughout classroom discussion. (2) With regard to left-handed students, appropriate couch and table should get provided. (3) For additional students with physical problems, advanced accommodation should become arranged with the Direction Office.

For graduate college students: The teaching methodologies need to integrate the following, yet not restricted to: (1) Lecture and discussion in which faculty members explain hypotheses and concepts. The subject reflects prior reading options from course textbooks. (2) Case Study which focuses on student participation and student-lead instead of professor-led. It works on students for actual conditions which they encounter in their own current practice or might encounter within a future gets results. (3) Experiential Learning which usually attempts to utilize theories plus concepts to real-world options. This may include staff challenges, simulations, company visits/fieldworks and other extracurricular routines.

C. Learning Procedures

High quality Accredited Institutions supports pupils to: (1) be lively and independent learners, capitalizing on their knowledge and abilities for lifelong learning; (2) improve their oral plus written communication in the particular course of learning their particular respective courses which employ English as the method of instruction; (4) implement knowledge and skills attained within the University to resolve real-world problems; (5) build employability and leadership abilities, and strong ethical principles; (6) inculcate a feeling of citizenship and sociable responsibility; and (7) bring about in transforming Bahrain's oil-based economy to knowledge-based overall economy. The students



need in order to identify their preferred understanding styles and then permit the teachers know regarding this in order that the teachers can be able to make avenues that suit the particular students' learning preferences. The particular students are supported throughout completion of directed mastering and independent learning pursuits. The students communicate their very own learning experiences with their particular teachers, classmates, and friends. The students have to consider positively critical through thinking about, investigating, testing, and consequently forth For students along with special needs, advanced hotel should be arranged using the Guidance Office.

With regard to graduate students: Finding the balance between optimum coaching methods and preferred studying styles can prove in order to be difficult, but at a minimum, a graduate student could (1) articulate information but in addition manage to apply that to real-world business conditions through case studies plus experiential learning; (2) study by active doing plus participating through projects, delivering presentations and group works; (3) learn from user discussion forums, analysis activities, e-book platforms and even other forms of focused and independent studies; (4) assimilate knowledge and ideas through PowerPoint, lecture video clips, and simulations.

D. Assessment Procedures

Test-1 and Test-2 tests are managed in-course while Final Examination is booked during the most recent seven day stretch of each semester. The assessment contents for Test-1 and Test-2 are set up by employees; in any case, the assessment content for Final Exam is set up by Course Coordinator in conference with part educators. The instructor plans suitable appraisal configuration to assess understudies' exhibition. The appraisals may either be developmental which incorporates tests, situate work and works out; and summative which incorporates the Test-1, Test-2 and Final assessment, and venture/contextual analyses. Rubrics are set up for non-target evaluation errands. Evaluation for a term is accomplished utilizing the accompanying calculation:

Semester Final Grade: 20% Semester Final Grade: 20%
 Test-1 Grade + 20% Test-2 Grade + 60% Final Grade

(1) Test-1 Period Grade: 10% (CPA) + 90% Test-1 Exam Grade

(2) Test-2 Period Grade: 10% (CPA) + 90% Test-2 Exam Grade

(3) Final Period Grade: 10% (CPA) 30% (Project/Case Study) + 60% Final Exam Grade

Competency based appraisal is used in the assessment of understudy learning results identifying with expert and handy aptitudes, basic reasoning and subjective capacity, and important information review, as per set execution criteria; The Specialization Coordinator checks the occasional assessment survey done by the Course Coordinators and makes sure that it is lined up with the CILO's and meeting the evaluation criteria. Moreover, he/she checks that the tests development is in accordance with the schedule and the Table of Specification (TOS); and rubrics are given. The course outside inspector surveys and affirms the last assessment contents of the course before organization to understudies.

The direct of understudy evaluation is straightforward and reasonable, and pursues the affirmed appraisal measures for all evaluation undertakings which are given to understudies. Every single intermittent assessment and undertakings pursue a 3-level endorsement procedure to check the fittingness of the appraisal and the arrangement to the CILOs. The course organizer readies the last assessment contents, keeps it in a fixed envelope and submits it to the office head seven days before the last assessment week. Just the division head approaches the submitted last assessment contents; During conclusive assessment week, every school chooses control room chiefs who are in charge of the circulation of appraisal contents to the approved delegate/invigilators before the season of the assessment and accumulation of the evaluation contents from the delegate/invigilators after the assessment. All the participation of understudies who took the assessment will be submitted together with the test booklets. The employees can guarantee their appraisal contents directly after the assessment is led for checking/stamping.

The employees utilize set up rubrics (1) in checking the appraisal and giving imprints to the understudies; (2) To guarantee decency, consistency and straightforwardness, on the lead of evaluation on the course level, the all courses execute Internal and External Moderations of Assessment. (3) The interior mediator checks whether the imprint given by the course facilitator relates precisely to the appropriate responses gave in the test booklets. If there should be an occurrence of error, an evaluation goals and additionally twofold stamping can be started. (4) The inside arbitrator likewise checks the inputs given by the course facilitator to the understudies for the most part in a type of composed remarks in the understudies' booklets. (5) The consequences of the assessments are given by the personnel to the understudies promptly inside the week (for in-course



appraisal during Test-1 and Test-2) where employees give oral inputs notwithstanding composed criticisms, to the understudies. (6) Students can approve the imprints got for every evaluation in Test-1 and Test-2 periods and raise rectifications when fitting. Stamps on the last test of the year can be checked during the arrival of evaluations where understudies are given multi week from the arrival of evaluation to document an evaluation advance.

Every one of the understudies' imprints after inner control and confirmation by the understudies (Test-1 and Test-2) are encoded by the employees in the Grade Portal in the Course Information System utilizing their ensured record. The Registration enables employees to encode the evaluations in a sensible time, after every period (around 3 weeks), the evaluation sheets are bolted and employees can never again roll out any improvement/s to the evaluations of understudies. The employees complete all the evaluation fields for the semester and finished all passages including change of status from "Inadequate" to "Complete". In all cases, each summative appraisal went through the procedure of inside balance before encoding of imprints in the Course Information System. The employees print the evaluation sheet, tests/assessment report (QER) and presents the pages to the office head for confirmation and to the dignitary for endorsement. The employees present the endorsed pages to the Registration Office for protection where another duplicate is held in the school. Appraisal practices are examined each term by the Center for Quality Inspection illustrative of every school and check adjustment to all evaluation and quality affirmation arrangements of the Academics. The instructor submits rundown arrangements of understudies with No Final Exam (Incomplete)/In Progress (IP) and misconduct report of separate classes. The instructor plays out an Assessment and Evaluation investigation of Course Intended Learning Outcome depends on understudies' surveyed work. The Registration Office discharge every one of the evaluations on booked date and understudies are given their evaluation slip. Understudies are given multi week after the arrival of evaluation can advance the last outcome by rounding out an intrigue structure accessible in the Office of Student Affairs. The Office of Student Affairs process the intrigue in a joint effort with concerned school/office.

Every one of the appraisals are treated with uprightness and free from scholastic unscrupulousness. Every last original copy of propositions, practicum reports, in-course extends, plan ventures and other capstone necessities are exposed to against literary theft programming where

understudies need to keep up a comparability list underneath 20% for capstone reports and 30% for practicum reports. Understudies will's identity discovered swindling and submitting scholastic deceptive nature get a programmed evaluation of 5.0 in the course.

E. Procedures for improving Teaching-Learning Experiences

The Academic Council thinks about that the understudy learning experience relies upon great educating and compelling understudy learning bolster utilizing fluctuated instructing and learning techniques, and sound educational plans that have their premise in information, and expert experience. Educating, learning support and the educational program should in this manner be all around educated and subject to nonstop reflection, assessment and audit. Instructing, course materials and courses are routinely and dependably assessed with a view to developmental improvement;

Understudy input and fulfillment information are consistently gathered and announced, add to nonstop improvement in instructing, learning and the educational plan, and data on upgrades made is given back to understudies; open doors for the improvement of showing practice, and information about understudy learning be made accessible to employees; and employees keep up and build up their expert aptitudes in educating and encourage learning, in understudy appraisal rehearses, and in course and unit survey methodology.

F. Implementation Procedures

The usage of the instructing, Learning, and Assessment Policy will be intermittently checked versus the exhibition estimates that include: (1) Classroom Observation (2) Peer Evaluation (3)Teacher's Behavioral Inventory (4) Course Pass/Fail Rates (5) Course Assessment and Evaluation (6) Student Satisfaction Survey.

IV. CONCLUSION

This Policy report presumes that the instructing, learning and appraisal strategies are up to the degree of the course and are proper to the achievement of goals and expected learning results of the program and the course. The strategy necessitates that employees utilize later and assortment of educating, learning techniques and appraisal procedures. Higher Quality Accredited Institutions will keep on encouraging improve the standard of instructing and learning through acknowledgment, sharing and moving of good



practices to motivate the students to accomplish their possibilities in a multicultural situation and thusly, improve accomplishment, maintenance and students fulfillment.

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