

UNIVERSITY COLLEGE OF MANAGEMENT STUDIES

Teaching and Learning Policy

19th February, 2019.

1. Introduction

Teaching and learning should be planned, delivered and followed-up in accordance with the values and principles outlined in this policy.

2. Policy aim

The aim of this policy is to outline University College of Management Studies approach to and expectations for teaching and learning and the means by which it strives to achieve outstanding teaching and learning practices.

2. General principles underlying this policy

3.1 UCOMS academic staff share and uphold the values and principles set out in this policy

3.2 Academic staff receive training, guidance and support, enabling them to contribute to the provision of outstanding teaching and learning at University College of Management Studies, as set out in the group of teaching and learning policies and procedures that support this policy

3.3 Students are encouraged to behave in a manner that facilitates their learning, development and progression.

4. University College of Management Studies purpose

UCOMS is a higher learning Institution and as such our policies align to a mission to prepare students for life in a global society and success in a global economy, enabling them to realize their potential through a transformational learning experience. Within this broad aim, UCOMS purpose is to enable students from all nationalities, backgrounds and abilities to reach their maximum potential, academically and as individuals, achieving the best possible examination results, progressing to the best possible professional career of their interest and, as a result, building a successful and responsible citizenship to their nations. Through innovation, diversity and breadth of programmes, outstanding teaching and learning, and global reach, UCOMS strives to transform the educational experience of every individual.

5. UCOMS teaching and learning principles

UCOMS approach to teaching and learning is underpinned by the following overarching principles:

5.1 Teaching and learning should be a professional, positive, engaging and rewarding partnership between students and teachers

5.2 Teachers should ensure that their students fully understand the learning objectives of their studies at every stage. In turn, students should reflect on their own progress towards achieving their goals and share responsibility for their learning outcomes

5.3 Teachers should develop the skills, confidence and motivation in students to become successful independent learners now and in preparation for life in higher education

5.4 Teachers of all subjects/modules should support the acquisition of English and French language skills and open cultural boundaries that may narrow students' approach to learning as part of every lesson

5.5 Teachers should approach teaching and learning with an open mind, actively seek new ways to motivate and engage students and utilize the technologies and other resources available to them to enhance the teaching and learning experience

5.6 Each and every student should be provided with the opportunities, resources and support they need to fulfil their academic potential

5.7 Teachers should be provided with the opportunities, resources, training and support they need to fulfil their teaching potential

5.8 Teachers are encouraged to be reflective, assessing their own performance and development needs, and to work together to share best practice and support each other's development.

6.0 UCOMS approach to teaching and learning

UCOMS defines its approach to teaching and learning based on its visions, context and key principles, as follows:

6.1 Admissions

- Admissions criteria have been developed to try to ensure that students have suitable academic foundations and English and French language skills to progress on their chosen University programmes.
- Student admissions are managed by specialist staff in the Admissions Centre, who provide information, advice and guidance in order to help students choose the right course and prepare them for the future career.

6.2 Delivery

Teachers introduce and employ a variety of teaching and learning methods and resources, both inside and outside of the classroom, to enthuse, motivate, challenge and involve students, including:

- Experiential learning
- Intelligent Questioning Techniques
- Practical activities
- Interactive seminar- and tutorial-style sessions
- Use of other interactive methods/resources
- Teacher-led lessons
- Use of a Virtual Learning Environment and other media

- Field trips and visits
- Invited speakers/experts
- Case study-based group work
- Research-based assignments

6.2.1 Students are made aware of the learning objectives for each lesson to enable them to evaluate their own understanding and progress and identify when they need help or clarification. Learning objectives clearly distinguish the acquisition of subject knowledge from the development of learning and other skills

6.2.2 Success criteria are clearly defined for the students, so that they know what they have to do in order to meet learning objectives and to achieve good homework and assessment outcomes

6.2.3 Lesson content is reinforced through homework, key tests and provision of learning resources available to students outside of lesson time

6.2.4 Teachers embed principles that support students' spiritual, moral, social and cultural (SMSC) development within their approach to teaching and learning

6.2.5 In addition to subject teaching, every lesson and homework task shares a focus to reinforce and strengthen English or French language, numeracy, independent learning, communication and reasoning skills.

7.0 The Role of self-evaluation

Self-evaluation plays a key role in making meaningful and beneficial changes to our teaching and learning provision.

7.1 Staff appraisal – academic staff participate in an annual cycle of prospective and retrospective appraisal activities which enable staff to identify their own development goals and line managers to become aware of any needs for improvement in performance

7.2 Lesson observation – lessons are observed internally, externally and, when possible, across the various Departments of UCOMS. Teaching standards are evaluated and any necessary remedial steps taken

7.3 Programme evaluation – key programme parameters are measured to assess programme performance and identify areas for development work

7.4 Soliciting student feedback – student opinion and feedback is surveyed at the start, mid-point and end of their programme of study

7.5 Soliciting staff feedback – staff are encouraged to provide feedback on UCOMS policies and practices, and any other area of concern or where it is felt beneficial changes could be made.

8.0 UCOMS expectations of students and staff

In order that our visions and principles are upheld and teaching and learning practices are carried out in accordance with our defined approach, University College of Management Studies has the following expectations of students and staff:

8.1 Expectations of UCOMS students

Students play a key role in their own learning and success and UCOMS expresses to students before and after arrival its expectations with regard to their responsibilities and behaviour throughout their programmes of study, as outlined below.

Students are expected to:

8.1.1 Actively participate in and reflect upon their own learning and share responsibility for their progress and outcomes

8.1.2 Strive to become independent learners

8.1.3 Behave in a way that allows them and others to learn - listen when requested; allow others to speak and support them in expressing their views and ideas

8.1.4 Demonstrate diligence, enthusiasm and a genuine interest in their studies

- 8.1.5 Attend all classes and obtain authorization in advance for any planned absence
- 8.1.6 Arrive on time for lessons and other events associated with their studies, and bring with them any requested materials and equipment
- 8.1.7 Ensure that they have access to learning resources and are responsible for sourcing
- 8.1.8 Complete homework assignments themselves, on time and to the best of their ability
- 8.1.9 Undertake class tests conscientiously
- 8.2.0 Prepare for examinations and assessments to the best of their ability
- 8.2.1 Adhere to all internal and external regulations regarding conduct in examinations
- 8.2.2 Be co-operative and willing to participate in different approaches to teaching and learning
- 8.2.3 Be prepared to study additional modules as required by university offers
- 8.2.4 Interact with fellow students and staff to promote collective learning
- 8.2.5 Provide feedback on their learning experiences by completing student surveys
- 8.2.6 Treat learning resources, facilities and materials belonging to the University College with respect
- 8.2.7 Respect the diversity of cultures and backgrounds of fellow students and staff
- 8.2.8 Show courtesy and consideration to fellow students and staff
- 8.2.9 Dress appropriately when attending lessons.

9.0 Expectations of UCOMS Staffs

Staff are informed that they are expected to:

- 9.1.1 Understand and uphold Study Group values as UCOMS key teaching and learning visions, principals and approach
- 9.1.2 Be familiar with all Department policies and procedures and apply them consistently and fairly
- 9.1.3 Be helpful, approachable and supportive, and investigate and understand their students' needs
- 9.1.4 Model the behaviour that they expect from their students
- 9.1.5 Treat all students in a manner that reflects the independent and responsible learners they are supporting them to become
- 9.1.6 Be informed about the students they teach, understand their goals and work with them to set challenging learning targets
- 9.1.7 Ensure that their subject and curriculum knowledge is up to date and that they keep abreast of key developments in Ghana educational sector, Africa and the world as a whole
- 9.1.8 Plan their lessons to meet the varying needs and backgrounds of their students
- 9.1.9 Actively promote and be involved in SMSC and enrichment activities
- 9.2.0 Prepare and arrive on time for all of their lessons

9.2.1 Clearly communicate and define to the students the intended learning outcomes for each lesson

9.2.2 Support students' development of English or French language, communication, learning and enquiry skills

9.2.3 Build students' confidence and ability to engage actively in their learning through varied teaching and learning practices, listening to their ideas and positively affirming their contributions

9.2.4 Differentiate classroom and homework activities to develop different skills, open cultural boundaries and maintain interest

9.2.5 Mark work and provide constructive feedback in accordance with relevant assessment policies and procedures

9.2.6 Promote independent learning, students' responsibilities within the learning process, and student self-reflection and progress monitoring