

Document Title	Teaching and Learning Policy
Purpose	<p>To outline the role and activities of the Teaching, Learning and Assessment Group (TLAG) in the monitoring, evaluation and improvement of teaching, learning and assessment in the Institute.</p> <p>To ensure that review and quality improvement activities take place in a regular and systematic manner.</p>
Scope	Monitoring, evaluating and improving teaching and learning.
Contents	<ol style="list-style-type: none"> 1 Introduction 2 The Teaching, Learning and Assessment Group: Constitution and Objectives 3. The Teaching, Learning and Assessment Group: Activities
Related IPA Policy	<i>Student Feedback & Participation Policy</i> <i>Module/Programme Review Policy and Procedures</i>
Contextual Guidelines	<p>ESG 1.3 'Student-centred learning, teaching and assessment.'</p> <p>QQI Core Guidelines 5 'Teaching and Learning.'</p> <p>National Forum for the Enhancement of Teaching and Learning in Higher Education, National Professional Development Framework for All Staff Who Teach in Higher Education. (2016)</p> <p>QQI White Paper for Consultation: Statutory Quality Assurance Guidelines for Flexible and Distributed Learning.</p>
Audience & Communication	All Staff and students.
Policy Owner & Implementation	Teaching, Learning and Assessment Group. The policy is approved by IPA Faculty. Implementation is the responsibility of all members of the community.
Key Implementation Actions	<p>The TLAG develops and evaluates internal and external data on teaching, learning and assessment and brings its output to Faculty for consideration and decisions.</p> <p>The TLAG recommend associated policy and procedure changes as well as capacity building.</p>
Monitoring, Evaluation & Continuous Improvement	<p>Recommendations from the TLAG are discussed at Faculty meeting and those discussions minuted.</p> <p>Once approved by Faculty, the TLAG monitor and evaluate the implementation of recommendations.</p>
Revision History & Commencement Date & Date of Next Review	<p>2016: Version 1</p> <p>Commencement Date (Version 1): September 2017</p> <p>Date of Next Review: 2020</p>

Teaching and Learning Policy

1 Introduction

- 1.1 The Institute of Public Administration is committed to the highest standards of service delivery in education. The Institute undertakes to pursue excellence in the manner in which it engages with all members of the learning community and is dedicated to the enhancement of the learning experience for students. In recognition of the changing needs of the public service, and the increasingly complex society it serves, and the influence of technology on all aspects of education, the Institute believes that the development of knowledge and understanding must be above all student-centred, flexible, and creative.
- 1.2 As a provider of part-time programmes for adult, professional learners that are primarily delivered in a flexible and distributed manner, the Institute's teaching and learning policy must encompass face-to-face tuition, hardcopy material, virtual learning spaces, and dissertation supervision.
- 1.3 The Teaching and Learning Policy is one part of the broad QA framework and is to be considered in conjunction with the goals of other policies, particularly those around the development of new programmes, module reviews, and student feedback.
- 1.4 Notwithstanding that fact, the Institute—in order to advise, educate and support all IPA staff around current and potential teaching and learning methodologies—has, as a Faculty sub-group, a Teaching, Learning and Assessment Group. The Group is the main driver of the policy, strategies and critical reflection related to teaching, learning and assessment. In its deliberations on teaching and learning and its recommendations to faculty, the Group is guided in particular by the research and resources of the National Forum for the Enhancement of Teaching and Learning in Higher Education.

2 The Teaching, Learning and Assessment Group: Constitution and Objectives

- 2.1 The Teaching, Learning and Assessment Group (TLAG) consists of five members of faculty. One member acts as chair.
- 2.2 Membership is rotating, with members replaced and appointed by the Head of Education.
- 2.3 The terms of reference of the TLAG are as follows:
To review IPA teaching, learning and assessment procedures and strategies and report on improvement and development, taking particular account of:
 - developments nationally and internationally in teaching and learning
 - the teaching & learning methodologies of most relevance to the IPA student body and to programme delivery methods
 - student feedback on teaching, learning and assessment

- e-learning developments
- quality assurance requirements.

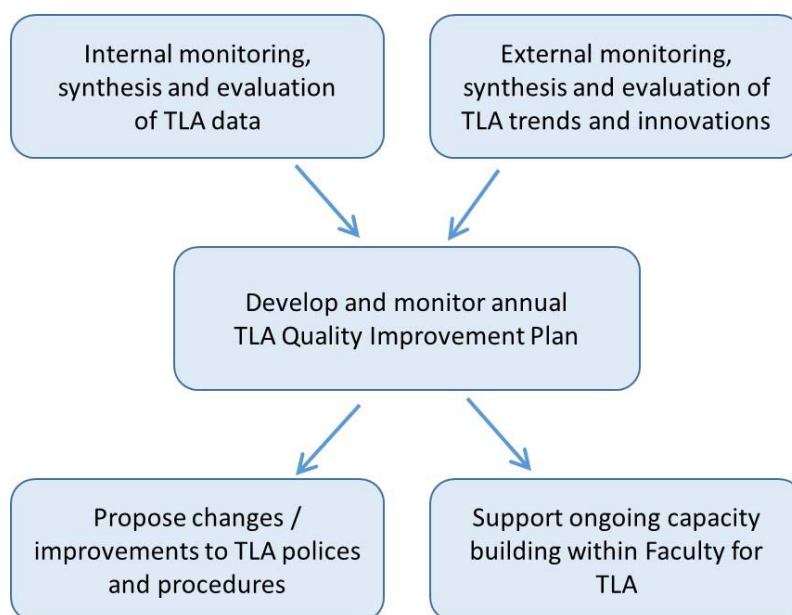
2.4 The TLAG reports to Faculty and to the Head of Education. It is for Faculty and the Head of Education to decide on any recommendation made.

2.5 The TLAG meets four times a year.

3 The Teaching, Learning and Assessment Group: Activities

3.1 The TLAG has five core sets of activities to support quality improvement and innovation in teaching, learning and assessment in the Institute. The first group of activities (internal and external monitoring and evaluation) drive the second group of activities (devising and monitoring an ongoing plan of quality improvement in TLA for each academic year, improving policies and procedures and supporting ongoing capacity building to improve and innovate TLA practice). See Figure 1.

Figure 1: Core Sets of Activities of the TLAG



- 3.2 Internal monitoring and evaluation of the quality of teaching, assessment and learning is achieved by the assessment of internal data from various sources such as annual module reviews, periodic programme reviews, student surveys and reports on progression rates. The TLAG reviews this data for trends and themes and highlights areas that should be the focus for improvement in the following academic year.
- 3.3 External monitoring and evaluation is achieved by participating in the wider academic community of practice, both nationally and internationally, which seeks to improve TLA within Higher Education. This is achieved by participation in the National Forum for the Enhancement of Teaching and Learning in Higher Education, attendance at relevant conferences and seminars, and periodic reviews of relevant literature. While all Faculty are encouraged in these activities, the TLAG specifically identifies possible areas for innovation and improvement which could be piloted and/or implemented within the Institute. The TLAG also shares relevant reports and publications with Faculty.
- 3.4 The first two sets of activities outlined above are used to inform the development of quality in teaching and learning, including activities to be implemented and evaluated. TLAG plans go to Faculty for approval. Once approved, the TLAG monitors implementation of those activities and evaluates the success of any changes in anticipation of further development.
- 3.5 In support of its plans, the TLAG may recommend changes and improvements to existing policies and procedures related to teaching, learning and assessment.
- 3.6 To help build the capacity to improve teaching, learning and assessment in practice within the Institute, the TLAG evaluates current and ongoing needs for professional development for both full-time and associate staff. Based on this needs assessment, the TLAG will suggest appropriate measures for capacity building and the most suitable fora for sharing best practice and facilitating discussion.