



LIT


LIMERICK INSTITUTE
OF TECHNOLOGY

Overview of Teaching and Learning Strategy 2018-2023

(An Implementation Planning Resource)



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Introduction

The national and international context for teaching and learning in higher education has been profiled as one of the development of full human potential through an agenda of innovation and excellence in teaching and learning. This involves developing competencies and raising skill levels, evolving pedagogy, greater use of technology enhanced learning, deeper engagement with learners and society and widening participation through flexible programme provision. The Teaching and Learning Strategy 2018 to 2023 dovetails with this agenda and is focussed on the pursuit of excellence in teaching and learning through engagement, innovation and enhancement. It embodies the values of the LIT Strategic Plan 2018 to 2022 and, in a practical way, supports the mission, vision and range of strategic priorities and enablers of that strategy.

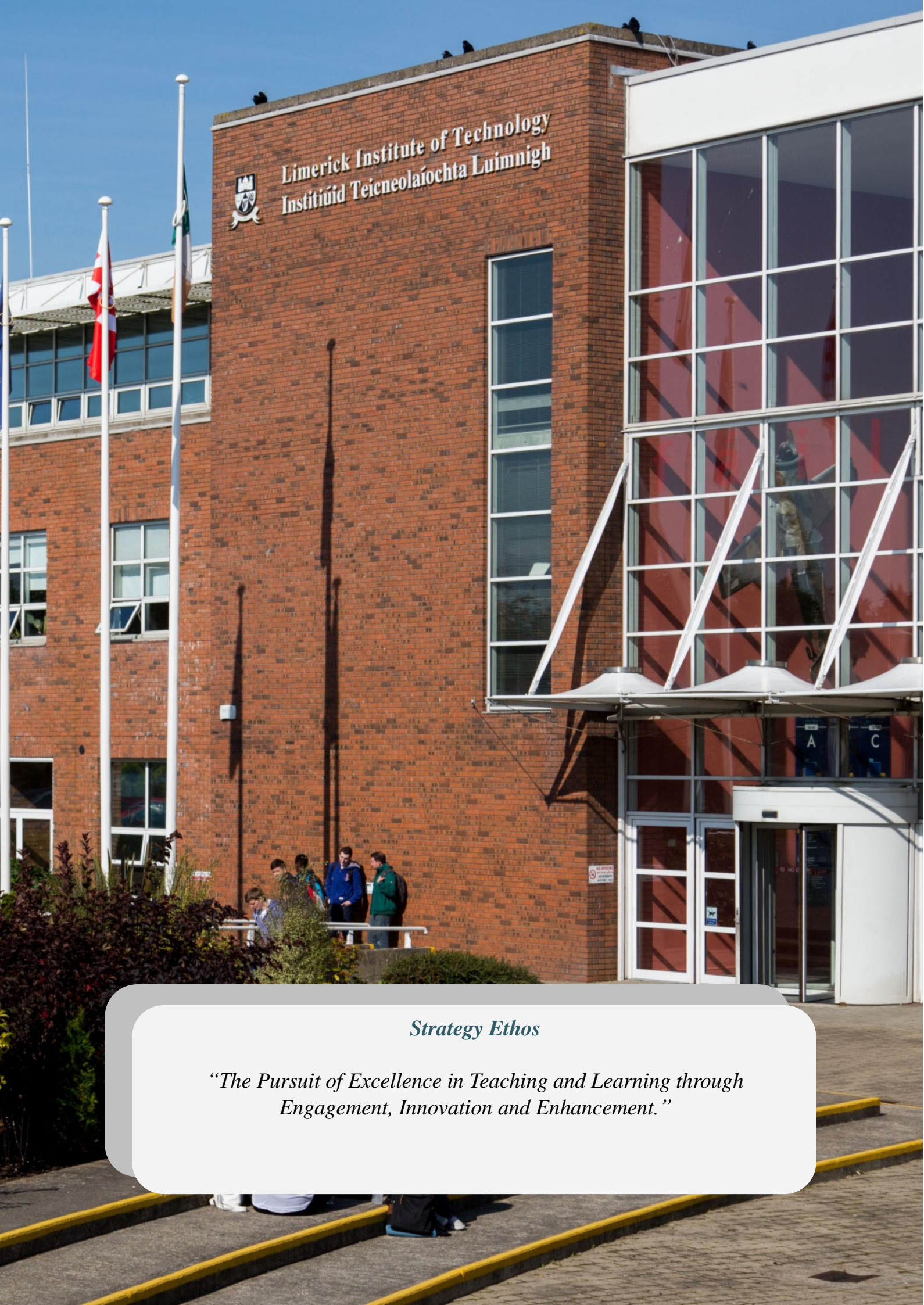
The Teaching and Learning Strategy outlines a range of *Higher Level Principles* that underpin the LIT approach. A set of *Implementation Themes* with actionable *Strategic Goals* have been developed to progress teaching and learning excellence and to enrich the learning experience of all learners. These goals represent the core of the strategy and the responsibility for their implementation lies with a range of parties across the institute in multifaceted contexts.

This overview of the strategy is designed to facilitate ready access to the core actionable content for implementation planning. The full strategy which contains the detailed pedagogical context and rationale can be referenced on the staff portal in the Centre of Excellence for Teaching and Learning.

<http://staffportal.lit.ie/RegistrarsOffice/QualityTeachingLearning/TeachingLearning/default.aspx>

[Teaching and Learning Strategy 2018 - 2023](#)





Strategy Ethos

*“The Pursuit of Excellence in Teaching and Learning through
Engagement, Innovation and Enhancement.”*

Teaching and Learning Strategy Higher Level Principles

1. Enhanced engagement with innovation and excellence in Teaching and Learning

Enhancing engagement can be a powerful driver of learning and this is greatly enabled if there is a culture of innovation, reflection on approaches, best practice, and a striving to continuously improve the quality of the learning experience. This commitment to excellence through continuous improvement is a core value of the Institute.

2. A learner centred active learning approach

Learners are at the core and focus of activity in LIT and the increasing diversity of the learner population and the diversity of learner needs are recognised and valued. Student centred learning is characterised by a reliance on active learning coupled with an emphasis on deep and authentic learning and understanding, and, increased responsibility and autonomy on the part of the student.

3. A focus on applied learning and the development of employability skills

LIT will place a pivotal focus on the employability of its graduates. It has developed effective mechanisms through its quality assured system of programme development and programme review to ensure that LIT graduates have the necessary knowledge, skills, competencies and experience that employers are looking for. Where relevant it works with Professional, Regulatory and Statutory Bodies to ensure graduates meet the competencies required for recognition and registration purposes.

4. Supporting personal development and growth of the whole person

In addition to academic excellence, LIT integrates an emphasis on the importance of personal development and growth into the curriculum where possible and stresses the development of life skills. These are qualities such as interpersonal and communication skills, teamwork, critical thinking, creativity, problem solving, perseverance and flexibility which help people work and live with a sense of purpose and well-being.

Teaching and Learning Strategy Higher Level Principles

5. Effective assessment practices that promote deeper learning

Assessment is increasingly recognised as a key driver of learning and it is important that assessment practices reflect and are fully aligned with the full range of learning outcomes. LIT is committed to transparent, fair and effective assessment using a combination of both formative and summative methods. It is imperative that assessment criteria are explicitly defined and clarified in relation to learning outcomes and this is an essential ingredient for best practice.

6. An inclusive, engaging and supportive learning environment

Creating an inclusive learning environment that engages its students is an important Institute goal. The signature pedagogy of Active Learning involves and empowers students in the learning process and plays an important part in their motivation. Learners vary in their abilities and in their previous experience of learning. The LIT approach is to engage with learners at their current level and help them to gain in confidence and competence. Each learner is an individual in a learning community.

7. Fostering a culture which enhances research capacity

The Teaching and Learning Strategy links with the research agenda and aims to develop and strengthen undergraduate student's critical research skills such as ethos of enquiry, critical thinking, using evidence, formulating and testing hypotheses and citation of sources. These are fundamental to the research process and support the development of strong research groups.

8. Developing and embedding a culture of quality enhancement

The current Teaching and Learning Strategy is an important part of the quality enhancement system and is closely aligned with the institutional Strategic Plan. LIT is committed to continuous process improvement and to the creation of a 'quality culture' in which the purposes of accountability and enhancement (improvement) are more closely linked. It places an emphasis on data, analytics and evidenced based practice which seeks to measure the impact of teaching and learning activities and provides empirical data for ongoing review and improvement.

Key Implementation Themes and Strategic Goals

In order to progress the agenda of teaching and learning excellence across the institute, a set of implementation themes were identified and detailed strategic goals were developed for each. These actionable goals were carefully selected to further the strategy ethos of *Excellence in Teaching and Learning through Engagement, Innovation and Enhancement* and to enrich the learning experience of all learners. Parties with responsibility for implementation of the themes are listed and it is envisaged that these parties would work to implement the goals in their respective contexts and where appropriate develop operational plans accordingly.



Moylish Park, Limerick



Clare St., Limerick



George's Quay, Limerick



Ennis, Co. Clare



Thurles, Co. Tipperary



Clonmel, Co. Tipperary

Implementation Themes

1

Academic excellence through active learning

2

Best practice in curriculum design

3

Effective assessment that embeds and enhances learning

4

Development of the whole person and work readiness

5

Technology enhanced, blended and online learning

6

Developing capacity with knowledge and research skills

7

Coherent and effective Continuous Professional Development Pathways

8

Development of the learning environment

9

Quality enhancement in teaching and learning supported by evidence

Academic excellence through Active Learning

Continue to embed Active Learning in programme design, delivery and assessment processes as a means of continuously striving for innovation and excellence in teaching and learning



1. Academic excellence through Active Learning

LIT's signature pedagogy of active learning through a fusion of theory and practice provides an agile framework in terms of delivering on excellence and the use of innovative approaches to teaching and learning. The Active Learning pedagogy places student centred learning at the core and this engagement fosters deep and meaningful learning. Active Learning is a strategy that encourages students to be active participants in the learning process and allows them to take ownership of their own education. Connecting theory and practice, students apply their learning and develop their understanding through practical and project work, competency and skill development, problem-solving exercises, case studies, work placement, work-based learning, reflection, and many other activities both on and off campus. As an outcome, graduates are equipped to continuously develop personally and professionally.

Theme 1	Goals and Areas for Development and Implementation	
1.1	Continue to engage in an Institute wide initiative to explore the nature and benefits of Active Learning in a Higher Education Institute teaching and learning context.	
1.2	Embed Active Learning strategies within all stages of the curriculum development process including design, delivery and assessment.	
1.3	Engage students in a wide variety of Active Learning approaches including practicals, workshops, seminars, presentations, group and teamwork, work based learning and work placement among others.	
1.4	Support faculty to develop their skills in designing active learning across all areas of the curriculum including assessment processes that reflect the active learning culture.	
1.5	Teaching staff engage in CPD processes at departmental level to develop capacity around Active Learning as a pedagogical approach that can be customised to meet the discipline specific learning needs of students.	
1.6	Ensure that students are adequately prepared for group work and so that there is fairness in task sharing, workload and assessment.	
1.7	Encourage students to develop excellent frameworks for theory and practice engagement in their placement experiences at home and abroad.	
1.8	Encourage staff to complete research in Active Learning and Assessment Strategies and present/publish in relevant regional and national fora and disseminate within the Institute	
1.9	Collate and disseminate best practice examples of active learning through communities of practice, staff CDP and the Centre of Excellence in Teaching and Learning.	
Parties Responsible for Implementation and Development		
⇒	Faculty and Academic Departments	⇒ Quality, Teaching and Learning
⇒	Department Boards and Programme Boards	

Best practice in curriculum design

Promote best practice principles to guide the curriculum design process across all programmes at LIT.



2. Best practice in curriculum design

The National Strategy for Higher Education to 2030^[1] notes the major role that higher education will play in developing Irish society and a knowledge-based economy over the coming decades. Central to achieving this potential is the quality of undergraduate and post graduate programmes across a range of disciplines. It also cited the significance of the quality of the undergraduate curriculum and associated requirements to focus on generic skills, such as critical thinking, problem solving, creativity, team work, and communication skills that are required in the contemporary workplace and for active citizenship. Therefore, the process of curriculum design, adopted across LIT departments, supported by the LIT Quality Assurance process is of paramount importance.

Theme 2	Goals and Areas for Development and Implementation
2.1	Ensure that programme design initiatives at LIT continue to be viable, compatible with the programme portfolio, take account of stakeholder requirements and refer to and embrace the key best-practice principles of curriculum design as outlined.
2.2	Write programme learning outcomes with reference to the National Qualifications Framework award type descriptor for that programme level and in accordance with the LIT Writing & Using Learning Outcomes: A Guide for Academics 2017-2020.
2.3	Design curricula to deliver generic competencies identified in the LIT Graduate Attributes Framework including: critical thinking, problem solving, creativity, group-work, adaptability, multiculturalism, resilience and reflective practice as required in the contemporary workplace and for active citizenship.
2.4	That each department resource and plan for team-based curriculum design processes to enable collaborative and integrated approaches across all stages of curriculum design, development and accreditation.
2.5	Enable programme teams to assess curriculum design options for best practice combinations of face-to-face, blended and online learning models.
2.6	That programme design and review integrates the goals associated with the programme and module learning outcomes with relevant assessment methods.
2.7	Programme assessment should be clearly, cohesively and effectively linked to the achievement of specified graduate attributes and include authentic assessment customised for the specific professional requirement of relevant graduates.
2.8	Provide staff with adequate CPD that focuses on literacy in curriculum design from conceptualisation to completion and planning of the learning experience for students.
2.9	Design the practice/work placement element of a curriculum to help achieve a range of specified professional development objectives, including the successful integration of work-based skills development with key knowledge, skill and competence domains across a programme.
2.10	Design the curriculum to enable all learners to achieve their full potential within a relevant discipline whereby enthusiasm for further scholarship leads to ongoing life-long learning pathways.
Parties Responsible for Implementation and Development	
⇒ Faculty and Academic Departments	⇒ Quality, Teaching and Learning
⇒ Department Boards and Programme Boards	⇒ Registrars Office

[1] <https://www.education.ie/en/Publications/Policy-Reports/National-Strategy-for-Higher-Education-2030.pdf>

Effective assessment that embeds and enhances learning

Develop capacity in using and managing a range of effective assessment processes which engage students and embed learning



3. Effective assessment that embeds and enhances learning

LIT is committed to best practice in assessment and all assessment practices within LIT will be valid, fair and consistent, and appropriate to the learning outcomes with which they are linked. LIT is committed to employing a range of assessment approaches and instruments including both formative and summative formats. Best practice principles for assessment include explicit sharing of learning outcomes for the programme/modules and sharing the criteria for success with respect to their assessment. Therefore a variety of approaches will be used to ensure alignment between assessment and learning outcomes and to ensure that assessment is appropriate to the stage of learning the student is at. There is a commitment to continually review assessment practices in LIT to ensure they correspond to best practice nationally and internationally.

Theme 3	Goals and Areas for Development and Implementation	
3.1	Continue to ensure that programme validation (including programmatic review and new programme development) have assessment as a central element of the review and curriculum development process.	
3.2	Ensure that all assessments are clearly, cohesively and effectively linked to the achievement of specified learning outcomes.	
3.3	Ensure that module assessments are clearly and validly linked and mapped to the relevant programme learning outcomes.	
3.4	Explore and pilot innovative assessment practices that further the achievement of programme learning outcomes including cross-modular and cross-stream assessments.	
3.5	Prioritise at departmental level assessment practices that are discipline-specific and relevant to professional practice.	
3.6	Identify best practice, key enablers, and opportunities for the enhancement of Assessment and the transition from assessment ‘OF’ to assessment ‘FOR’/’AS’ Learning.	
3.7	Support and facilitate innovative assessment practices ‘FOR’ and ‘AS’ learning such as Problem Based Learning, Case Study Investigation, Site Visit and Group Presentation among others.	
3.8	That principles for ‘best practice feedback mechanisms’ are agreed at Departmental level and implemented throughout formative and summative assessment.	
3.9	Ensure that the needs of learners with special learning requirements are catered for in the implementation of assessment processes.	
3.10	Provide CPD to faculty in technology enhanced assessment processes and in mechanisms to provide assessment feedback to students.	
3.11	Prioritise assessment literacy and skill development for all levels of curriculum design delivery and implementation as part of staff CPD.	
3.12	Where there are requirements to comply with professional regulations within a discipline, assessment design and delivery should reflect these.	
Parties Responsible for Implementation and Development		
⇒	Faculty and Academic Departments	⇒ Quality, Teaching and Learning
⇒	Department Boards and Programme Boards	⇒ Registrars Office

Development of the whole person and work readiness

That LIT Graduates through their programmes of study be enabled and skilled to contribute effectively to the needs of society and economy, regionally and nationally.



4. Development of the whole person and work readiness

LIT is committed to creating a confident, competent, educated and skilled graduate from all aspects of the learning experience. This plays an important part in developing and sustaining a vibrant, successful knowledge economy. The ongoing liaison with industry and relevant service providers in our programmatic review processes is crucial to ensuring that the curriculum is relevant to future skill needs. It also ensures that assessment processes embed attributes that make our graduates work-ready in their chosen fields of practice. The development of strong work placement partnership for students is crucial to their development and readiness for professional competency in the workplace. LIT continues to develop new programmes that respond to the changing work environment across a broad range of disciplines. Apprenticeship education also remains an important part of the service of the Institute with a wide range of offerings including programmes under the new apprenticeship model.

Theme 4	Goals and Areas for Development and Implementation
4.1	Embed, as an integral part of the learning experience, attributes that will contribute to the development of the whole person and life-long skills such as adaptability, critical thinking, creativity, team work and problem solving.
4.2	During programme validation give consideration to integrating human development modules and streams as appropriate to the professional needs of the relevant sector(s).
4.3	Encourage and support students to become involved in volunteering, fundraising and charitable activities as part of their overall development and contribution to active citizenship.
4.4	Support students to become involved in Clubs and Societies and highlight the benefits of this involvement in the development of life long skills.
4.5	Use the LIT Graduate Attributes Framework as a guide to designing a learning experience that will develop an educated and skilled graduate contributing effectively to the human capacity needs of society.
4.6	Continue to embed links with industry across programme development processes and further develop the applied nature of programmes.
4.7	Further develop work based learning opportunities to give authentic real world context that will integrate theory, practice and competencies required for the workplace and create openness for continuous learning.
4.8	Prioritises well-structured and supported formal Work Placement and/or Work Based Projects opportunities across all programmes.
4.9	Create further opportunities for students on taught programmes to engage with and benefit from the expertise available at LIT Enterprise and Acceleration Centres.
4.10	Further develop the international dimension and the potential for increasing the number of outward study trips for students and staff.

Parties Responsible for Implementation and Development

- | | |
|--|---|
| ⇒ Department Boards and Programme Boards | ⇒ Office of Dean of International and Dean of Work Based Learning |
| ⇒ Faculty and Academic Departments | ⇒ Registrars Office |
| ⇒ Quality, Teaching and Learning | |

Technology enhanced, blended and online learning

Increase the use of technology enhanced, blended and online learning to improve the learning experience and to offer flexible modes of learning to students



5. Technology enhanced, blended and online learning

LIT's Strategic Plan 2018 to 2022^[2] prioritises the growth of student numbers and the diversity of the student population and states that this will be enabled with a “*flexible model of education to include new online and blended programmes that increase student enrolments, support continuous professional development and enable life-long learning*”. Blended, technology enhanced and online learning also enables a diverse range of delivery methods to facilitate the learning requirements of part time and distance students. Technology enhanced learning (TEL), has the potential to provide adaptable modes of delivery for coursework which complements the learning environment for students where appropriate. TEL can be incorporated into many aspects of a module (content, assessments, tutorials etc) to enrich student engagement and create a learner centred experience. Incorporating TEL into coursework allows students to upskill, develop their digital literacy skills, and promotes a lifelong, flexible model of learning.

Theme 5	Goals and Areas for Development and Implementation	
5.1	Grow the portfolio of flexible learning programmes and their delivery options to increase learner enrolments in life-long learning.	
5.2	Continue to develop a set of best practice principles to guide the integration of TEL where appropriate.	
5.3	Invest in appropriate infrastructure and platforms to facilitate the use of TEL.	
5.4	Embed the role of Education Technologist within the Centre of Excellence in Teaching and Learning as an enabler of TEL.	
5.5	Integrate TEL to enrich student engagement and create a learner centred experience as part of new programme validation and in programmatic review where appropriate.	
5.6	Support students who are using TEL as part of their studies by providing technical assistance/information and guidance on learning in a blended/online environment.	
5.7	Support the development of flexible programmes using blended and online learning delivery formats with a broad range of related CPD offerings and ongoing follow up.	
5.8	Provide training and support to academic staff to enable them develop their digital literacy skills and manage their digital wellbeing.	
5.9	Further develop a community of practice to develop a culture of academic collaboration and knowledge sharing of TEL activities across all departments.	
5.10	Support and acknowledge the work of TEL advocates across LIT who implement TEL and collaborate with their colleagues.	
5.11	Develop a range of resources for TEL in a Virtual Teaching and Learning Centre on the staff portal.	
5.12	Engage with professional bodies and key external stakeholders in order to be informed by national and international best practice in TEL. digital literacy and digital resources	
Parties Responsible for Implementation and Development		
⇒	Department Boards and Programme Boards	⇒ Office of Dean of Flexible Learning/VP Equality and Diversity
⇒	LIT Executive	⇒ Faculty and Academic Departments
⇒	Quality, Teaching and Learning	⇒ Registrars Office

[2] LIT Strategy Plan 2018-2022 https://issuu.com/lit75/docs/lit_strategic_plan_2018-2022

Developing capacity with knowledge and research skills

Faculty, individually and collectively, enable student capacity to use quality information and research in their development as knowledgeable graduates in their chosen discipline.



6. Developing capacity with knowledge and research skills

The LIT Strategic Plan 2018 to 2022^[2] highlights the need to “*ensure our academic programme offering and pedagogies are research informed and equip students with practical critical thinking and problem-solving skills*”. This contributes to the ethos of a research culture and lays a strong foundation for the growth and development of research centers by increasing the capacity of students to be research active and continue their studies in this context. Research and information literacy skills including critical thinking and problem solving are a key component of completing research.

Theme 6	Goals and Areas for Development and Implementation
6.1	Support and encourage students to undertake research both at undergraduate and postgraduate level.
6.2	Incorporate completion of an elementary course on referencing and citation, and other literacy skills, as part of student induction.
6.3	During programme validations, consider incorporating a learning outcome that aligns to the development of research skills and methods in all Stages of programmes.
6.4	Consider the integration of a 5 credit module on academic writing and research skills within programmes.
6.5	Encourage teaching staff to embed academic writing protocols within their written assignment briefs.
6.6	Support staff involved in the provision of teaching and learning to develop their knowledge of research methods and protocols for academic writing.
6.7	Develop research colloquia/industry poster presentations/conference attendance and presentation as a means of students sharing research practice and findings from final year projects and dissertations.
6.8	Continue to strengthen the feedback loop between institutional level research, via LIT-based research centres and groups, and relevant Level 8, 7 and 6 programmes.
6.9	Encourage faculty to become research active in their disciplines so that they can be exemplars of best practice.
6.10	Encourage and incentivise faculty to become research active through the research groups and centres across the Institute.
6.11	Facilitate knowledge transfer from research active staff to the wider LIT learning community through accessible research reports, publications, case studies and conference presentations and information sessions.
6.12	Encourage faculty to collaborate through research partnerships with colleagues across the Shannon Consortium and nationally.
Parties Responsible for Implementation and Development	
⇒ Faculty and Academic Departments	⇒ Office of Head of Research
⇒ Department Boards and Programme Boards	⇒ Quality, Teaching and Learning
⇒ Office of VP Research, Enterprise and Development	⇒ LIT Library

Coherent and effective continuous professional development (CPD) pathways

Develop a coherent CPD pathway in teaching, learning and assessment for all staff in accordance with the framework proposed by the National Forum for Enhancement of Teaching and Learning 2016.



7. Coherent and effective continuous professional development (CPD) pathways

The National Forum for Teaching and Learning highlights that CPD for staff should facilitate “*meaningful personal and professional development in a variety of ways*”^[3]. Therefore, it is important that LIT ensures that the CPD training and supports for staff are flexible and suit the needs of staff collectively and individually. Best practice suggests that they should be inclusive, promote peer collaboration and be underpinned by the scholarship of quality teaching and learning. There are many pathways available for staff as they progress their own scholarship of teaching and learning and LIT is committed to supporting and investing in its staff to facilitate their develop-

Theme 7	Goals and Areas for Development and Implementation	
7.1	Establish a fully resourced and funded Centre of Excellence in Teaching and Learning to implement, support, monitor and evaluate programmes and CPD pathways at all levels.	
7.2	Implement the National Forum for the Enhancement of Teaching and Learning CPD Framework as a template for best practice and sustained emphasis on Teaching and Learning from 2018.	
7.3	Develop departmental-wide CPD initiatives that support active learning and assessment.	
7.4	Continue to ensure the provision of non-accredited training to facilitate the varied levels of staff training requirements.	
7.5	Develop a mechanism to provide certification for non-accredited CPD in teaching and learning.	
7.6	Provide appropriate induction for newly appointed staff in institutional best practice in Teaching and Learning and its associated academic administrations.	
7.7	Develop accredited special purpose awards in Teaching and Learning in LIT to allow wider access to credited CPD by LIT staff.	
7.8	Support and resource the pilot and rollout of the MA in Teaching and Learning across the Shannon Consortium as a key component of a long-term and sustainable regional framework for CPD.	
7.9	Plan and develop a structured PhD in Teaching and Learning as a progression opportunity.	
7.10	Encourage and support staff research in Teaching and Learning and the associated publishing of findings.	
7.11	Develop and support research initiatives that allow staff develop their knowledge and skills in the scholarship of teaching and learning and assessment literacies for higher education.	
7.12	Promote collaboration through the establishment of communities of practice for the scholarship of teaching and learning and research among others.	
Parties Responsible for Implementation and Development		
⇒	Faculty and Academic Departments	⇒ Quality, Teaching and Learning
⇒	Department Boards and Programme Boards	⇒ Academic Staff
⇒	Registrar’s Office	

[3] National Professional development Framework <https://www.teachingandlearning.ie/wp-content/uploads/2016/09/PD-Framework-FINAL-1.pdf>

Development of the learning environment

That LIT will enhance all elements of the Learning Environment, for
Students, both psychological and physical.



8. Development of the learning environment

The Learning Environment in a holistic sense can be seen as physical, social and psychological and LIT is aware of the importance of each. The institution aims to offer a high-quality, supportive learning environment for all students including undergraduates, apprentices, postgraduates and international students. LIT's ethos and delivery of a supportive environment for students is strong, as is borne out by student surveys and informal feedback. The relational dimension between staff and students has also been referenced positively in student surveys such as ISSE. LIT recognises that general ambience and learner environment in social, cultural or sporting events including volunteering adds a crucial dimension to the learning environment. The physical learning environment and learning spaces at LIT will continue to be conducive to the teaching and learning philosophy which the Institute has embraced and needs to adequately serve the needs of all users: learners, staff and visitors.

Theme 8	Goals and Areas for Development and Implementation	
8.1	Utilize resources effectively to prioritize a full suite of supports for students including careers, counselling, access, health, learner support, sports and recreation.	
8.2	Provide supports that respond to emerging student needs in a timely and cohesive manner to ensure an optimal learning environment.	
8.3	Facilitate learning outside the formal curriculum by encouraging participation in a range of clubs and societies.	
8.4	That the Learner Support Unit continues to provide support to students and continues to develop a reciprocal relationship with teaching staff.	
8.5	Resource the equipment and learning materials in laboratories, workshops, studios and other learning spaces on an ongoing basis to ensure they are adequate for the achievement of intended learning outcomes.	
8.6	Provide quality information resources and library services with continued modernising of facilities to include both appropriate learning resources and access to digital resources and databases.	
8.7	Continue to develop the information and communication technology infrastructure to support technology enhanced, blended and online learning appropriate to 21st century Higher Education environments.	
8.8	Review, develop, and where feasible, redesign the physical learning environment and take full advantage of the campus development plan to create state of the art learning facilities and to include social learning spaces.	
8.9	That localised refurbishments be completed across campus locations to reflect the specific learning needs of new programmes.	
Parties Responsible for Implementation and Development		
⇒	LIT Executive	⇒ Computer Services
⇒	Student Support Services	⇒ Faculty and Academic Departments
⇒	Quality, Teaching and Learning	⇒ Learning Support Unit
⇒	LIT Library	

Quality enhancement in teaching and learning supported by evidence

Continue to gather, analyse and respond to data from quality assurance processes at Institute, Department, Programme and Modular level to continually enhance student engagement through quality, teaching and learning.



9. Quality enhancement in teaching and learning supported by evidence

The Technological Higher Education Association (THEA) published the *technological higher education quality framework* in April 2017 ^[4] and this noted that “*the pursuit of academic excellence is central to the mission of all THEI’s*”. Additionally, the Higher Education System Performance Framework 2018 to 2020 noted that “*it is critical that the purpose of quality assurance and quality enhancement are targeted at supporting a quality learning experience for students*”^[5]. In this way the twin purposes of accountability and process improvement become integrated. In the context of this theme, measurement and evaluation of the impact of teaching and learning activities can be evidenced by gathering and analysing both qualitative and quantitative data from a broad range of sources. This can provide an evidence base from which to direct quality enhancement processes consistent with the teaching and learning mission of the Institute.

Theme 9	Goals and Areas for Development and Implementation	
9.1	Continuously review the existing policies and procedures in the context of wider change to ensure they align to national and international policy and governance.	
9.2	Anchor departmental and programme teaching and learning approaches to the institutional Teaching and Learning Strategy and framework.	
9.3	Implement measures to increase student participation in the ISSE survey and embed the findings of ISSE in the institute quality enhancement processes with particular emphasis on teaching and learning functions.	
9.4	Continue to gather data and develop effective reporting mechanisms in relation to student and learning supports to enhance its capacity to respond quickly and cohesively to emerging student needs.	
9.5	Further develop student feedback mechanisms by increasing student representation on key quality assurance fora such as Programme Boards and Programme Validation Panels and carefully consider issues raised.	
9.6	Develop measures to ensure that student feedback loops are identified at institutional, departmental, programme and module level and that the mechanisms of how these are actioned and closed by communicating outcomes back to students are clearly specified.	
9.7	Collate and feed forward the comments and recommendations of external examiners during annual assessment to programme boards, programme review and new programme design processes.	
9.8	Faculty continue to engage in an end of module evaluation process as part of self-reflective practice.	
9.9	Generate and communicate data such as completion, retention and progression statistics annually and communicate to relevant stakeholders to contribute to evidence based practice and continuous process improvement.	
9.10	Collate data from student withdrawal forms and interviews as part of a feedback loop to academic departments and programme boards.	
9.11	Pilot the use of learning analytics to inform potential improvement strategies for student engagement.	
Parties Responsible for Implementation and Development		
⇒	Quality, Teaching and Learning	⇒ Faculty and Academic Departments
⇒	Registrar’s Office	⇒ Department Boards and Programme Boards

[4] Technological higher Education Quality Framework, Version 1.1, (2017). Technological Higher Education Association

[5] <http://www.education.ie/en/Publications/Education-Reports/higher-education-system-performance-framework-2018-2020.pdf>2020



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