

## DAU 3-14 Teaching & Learning Policy

Policy Code	Policy Name		
DAU 3-14	Teaching & Learning Policy		
Responsible Executive		Current Revision Date	Next Revision Date
- Teaching and Learning Unit - Directorate of Quality Assurance - Quality Assurance Unit at the colleges - Education Quality Process & Program Accreditation Committee at the Program Level -Teaching Staff		10/2023	10/2027

### 1. Policy Purpose

The Teaching & Learning Policy defines the principles and practices that guarantee effective learning and teaching at DAU. It can be taken as a guide on how to implement related strategies and procedures to achieve quality education at DAU.

### 2. Policy Scope

This policy is applied to all academic programs offered at DAU and is relevant to all academic staff and students.

### 3. Policy Statement

All academic departments at DAU are responsible for monitoring and maintaining a quality education system that is unique and meets the needs of the Saudi community, which is a major theme of the university's Mission. In accordance with the NQF, DAU implements an outcomes-based approach, focusing on learners' needs and clearly defined program and courses learning outcomes.

### 4. Policy Procedure

#### Major teaching and learning principles

To ensure the highest international standards in teaching and learning and prepare well-rounded graduates, DAU adheres following principles:

- *Enhanced, Effective Academic Programs:* Programs and related courses at DAU are designed with clear, measurable, and achievable learning outcomes and content that align with the DAU's Mission. Programs and courses are regularly reviewed and updated through a systematic cycle of program development, implementation, and evaluation to ensure their currency and effectiveness in developing knowledge, skills and attributes that reflect professional and industry requirements. As a result of the continued review cycle, the flexible programs and related courses are periodically customized to meet the emerging needs of the learner and demands of the marketplace. In doing so, the university employs a set of Key Performance Indicators (KPI's) for the teaching and learning process at both the program level and the institutional levels as well as internal and external benchmarks against which quality is assessed and updated.
- *Effective, Engaging Teaching & Learning Methodologies:* DAU guarantees that teaching techniques and approaches are varied and adaptive to new demands in learning and includes effective use of appropriate technologies and innovation. Enhanced teaching and learning methodologies are achieved by:

- adopting student-centered, flexible, cooperative learning techniques and methods that are informed by current pedagogical research and are intellectually challenging; these methods stimulate curiosity, critical awareness and increase student engagement.
  - evaluating and improving learning and teaching practices through a continuous cyclical process of feedback, reflection and revision that includes student feedback on their learning experience, peer review and class observation.
  - developing purposeful and innovative curricula that inspire and challenge students and encourage deep learning.
  - employing multifaceted modes of curriculum delivery that provide interaction, flexibility and encourages a wide range of teaching and learning activities, in addition to using appropriate technologies and resources.
- **Comprehensive Assessment Processes:** The ultimate purpose of assessment is to enable students to demonstrate achievement of the learning outcomes of the taught module. To do so, the University endeavors to provide a valid, reliable, transparent, and consistent assessment of learners, as required to support its Mission. This is achieved by observing the following criteria:
    - All assessment tools and content must incorporate clearly defined criteria and must align with stated learning outcomes of the units and courses and DAU's attributes.
    - All assessment tools must uphold and demonstrate ethical values including academic integrity and ethical use of resources.
    - Assessment methods are varied and are regularly reviewed and updated to ensure their currency.
    - Effective software is used to better assess the learning outcomes.
    - Timely, constructive feedback is provided to students about their assessment and areas for improvement are clearly highlighted.
    - Findings from students' feedback are used in improving planning and delivery.
  - **Supportive Learning Environment:** Students are at the heart of the educational process at DAU. At DAU all Students are given equal opportunities to succeed and be empowered to fulfil their potential. DAU endeavors to create a supportive learning environment in which all staff share the responsibility of creating a positive student experience. This is achieved by:
    - creating opportunities for all students to succeed through engagement, reflection, and commitment to learning. Communication between staff and students about the learning process is expected to be transparent, supportive, and mutually respectful.
    - raising students' self-esteem and building a sense of support and belonging by open, mutually respectful communication, shared understanding, and respect between and among students and staff.
  - **Innovative, Technology-Enhanced Student Support Services:** DAU is highly committed to providing students with an engaging environment that facilitates their learning experience and enhances their sense of belonging and encourages them to take control and assume responsibility for their own learning. To do so, DAU has taken several steps, including:
    - Providing orientation sessions to newly enrolled students.
    - Promoting the use of online services
    - Maximizing the use of technology-based, supporting smart systems (e.g. the Student Information System (SIS), the Learning Management System (LMS) to facilitate students' self-registration, academic advising, and other academic processes.
    - Facilitating communication with students via different means, including email, online platforms, smart phones applications, etc.
    - Making provision for the use of flexible online exams and testing.
    - Implementing the teaching and learning platforms (McGraw Hill, CENGAGE) that have been brought on by digital technological advances in the classroom.

- **Enhanced Graduate Employability Potential:** DAU is committed to delivering the best educational experience that places students at the center of the learning process that enables them to develop DAU's graduate attributes and become independent, highly knowledgeable, skilled, flexible, and globally engaged to maximize their employability. This is achieved by:
  - Equipping students with the desired attributes by providing them with opportunities for academic and career advising through the launch of the Student Support Center.
  - Developing students' technical and soft skills by providing opportunities for hands-on experience in contextualized workplace through engagement with industry current settings and curricular and extra-curricular activities.
  - Using alumni networks to further promote students' future success.
- **Supportive, Sustained Faculty Professional Development:** DAU aims at ensuring that faculty's teaching approaches are varied and employs up-to-date methodologies and appropriate technologies and innovation in line with international best practices and standards. To ensure that academic staff have the appropriate discipline knowledge, skills and qualification level DAU will continue to:
  - attract and retain high-caliber faculty members.
  - identify staff training and development needs and provide regular faculty professional development programs through its Quality Assurance Unit, teaching, and learning unit under the supervision of the Quality Assurance Directorate to promote their creativity and innovation in teaching and learning activities in line with advances in pedagogy and educational technology.
  - promote engagement with research activities and provide free access to various research databases.
  - judge and evaluate the performance of instructors and check that high standards of professional performance are established and maintained through peer observation and observation conducted by senior members academic units.

### Policy Implementation

- **DAU's Teaching and Learning Unit:** To realize DAU's Mission goals in enhancing the Teaching and learning process, a Teaching and Learning Unit has been established. The Teaching and Learning Unit have the following tasks and responsibilities:
  - Developing strategies, policies, and procedures for teaching and learning at DAU.
  - Monitoring and coordinating with quality units in colleges to ensure compliance with the requirements of the Education and Learning Standard (the third standard of institutional and programmatic accreditation standards).
  - Studying the alignment between course content, teaching and learning strategies, and assessment methods with course objectives and expected learning outcomes in coordination with quality committees in academic programs.
  - Monitoring the implementation of academic programs and courses' development plans based on the annual reports of the programs and course which are approved by department council and college council in coordination with quality committees in the academic programs.
  - Developing and implementing improvement plans based on institutional accreditation performance indicators analysis.
  - Monitoring academic programs in improvement plans implementation which is based on the programmatic accreditation performance indicators analysis.
  - Measuring the characteristics of graduates and learning outcomes at the institutional and programmatic levels in collaboration with quality units in the colleges and developing improvement plans based on these results.
  - Developing the suitable documentation system for study plans, academic program descriptions, course descriptions, ensuring quick and easy reference, especially in student transfer or conversion processes to and from the university which will facilitate the retrieval process for this data.
  - Establishing mechanisms to develop and improve teaching and learning requirements and equipment in DAU such as libraries, laboratories, study halls, and Internet rooms in various colleges.

- Monitoring student satisfaction with the quality of teaching, academic advising, professional advising, psychological advising, and all services provided to them.
  - Developing procedures and mechanisms to enhance the credibility of exams and student assessment methods.
  - Ensuring effective academic performance of students by verifying the provision of feedback to students based on their performance in exams and various assessment methods.
  - Performing any other tasks assigned by the unit related to its nature of work.
- **The Teaching & Learning Quality Assurance Cycle:**
    - Academic programs at DAU meet high standards through initial approval and performance monitoring, and evaluation in accordance with DAU' Mission, NQF, national development plans, and market demand.
    - To establish, monitor, evaluate and improve the quality measures of teaching and learning practices in the various academic units, a uniform Quality Assurance cycle has been established at DAU.
    - The Department Education Quality Process & Program Accreditation Committee reports regularly to the College Quality Assurance Unit.
    - DAU's Teaching & Learning Unit supports the quality assurance units at college level and oversees the overall teaching and learning quality assessment and assurance processes.
    - The whole process is supervised and guided by DAU's Quality Assurance Directorate. The final decision-making body is the University Council for any major changes that improve the quality of education.
  - **Implementing procedures:** The teaching and learning quality assurance process consists of numerous documented steps. As part of the process, all academic units are required to provide various kinds of documentation as evidence for the planning, doing, improving, and reporting at different levels. The university uses ETEC-NCAAA templates for documenting the following teaching and learning quality assurance process:
    - A course specification is prepared for every course in an academic year, which is in line with the relevant program specification, states the course content, teaching strategies and assessment measures used to achieve the course learning outcomes (CLO) and their contribution to the corresponding program learning outcomes (PLO). Course specifications are approved by related departments and college councils.
    - A course report is prepared for every course by every course instructor at the end of academic semester, which reflects the findings of the course he/she has taught in terms of CLO achievement results, grade statistics, course evaluation surveys and improvement plans for the following semesters. Course reports are approved by related departments and college councils.
    - A complete e-course file for every taught course is prepared within two weeks of the end of the academic semester. The course file includes, among other things documentation of assessment measures, students' academic performance samples, CLO data analysis, course specification, course reports of all taught sections and results of student surveys. Course files are checked by the Education Quality Process & Program Accreditation Committees at the level of the academic departments and by the college Quality Assurance Units.
    - Program specifications are annually prepared by each academic program and updated on a regular basis to reflect any changes in the curriculum, institutional policies, program administration or learning outcomes. Program specifications are approved by related college councils.
    - An annual program report is prepared by every academic program based on the findings in all course reports within the academic program. The annual reports include, among other things, statistics of results of survey/KPI's, recommendations for improvements, etc. Annual reports approved by related college councils.

- To close the loop, based on annual program reports, improvement action plans are prepared to be implemented in the following academic year under the supervision of the Academic Program Development Committees at the level of departments and colleges.

#### 5. Related Policies/ Documents/Forms

DAU 3-3 Course file policy  
DAU 3-4 Program Specification policy  
DAU 3-13 Program Development and Revision Policy

#### 6. Document History

Version	Issue/ Rev. Date	Updated Information/ Summary of Changes
1	10/2023	1 <sup>st</sup> issue of the policy