



# University of Bahrain

## Teaching and Learning Policy

Approved by: University Council Decision No. 635/2018 on: 25/12/2018

### A- Preliminary Information and Definitions

#### Article(1) Title of the Policy

The title of this policy is “Teaching and Learning Policy”

#### Article(2) Commencement

This policy commences on 01 / 01 / 2019.

#### Article(3) Purpose

This policy articulates the Teaching and Learning ethos at the University of Bahrain and describes the university’s approach to achieving effective teaching.

#### Article(4) Scope

The Policy applies to all postgraduate and undergraduate programs at the university, irrespective of delivery mode, place of delivery and/or the duration of the course.

#### Article(5) Policy Owner

The Unit for Teaching Excellence and Leadership (UTEL) is responsible for the update of this policy.

#### Article(6) Policy Review

This policy shall be reviewed and revised as necessary every five years.

### B- Teaching and Learning Policy

#### Article(7) Policy Statement

The university develops and maintains an effective teaching and learning environment that is informed by the following principles:



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- 1. Curricula are designed based on the premise of constructive alignment, at both the program and course level.**
  - a. Programs are designed and aligned to meet learners, national, societal and/or labor market needs; where applicable.
  - b. Courses within each program have clearly defined learning outcomes that are aligned and mapped to the program learning outcomes.
  - c. Learning activities and assessment tasks are aligned with the course learning outcomes.
  - d. Course delivery is designed based on interactive teaching approaches.
  
- 2. Effective teaching strategies are engaging and conducive to learning.**
  - a. Interactive learning activities are created to ensure students are engaged and actively participating in constructing their learning.
  - b. Technology is integrated in the learning experience, where appropriate, to support delivery, engagement and assessment.
  - c. Students are empowered to take responsibility of their own learning to develop their lifelong learning skills.
  - d. Teaching is informed by the outcomes of current research, where appropriate, hence promoting the nexus between teaching and research.
  
- 3. Learning environments are appropriate for the discipline and inclusive of all students.**
  - a. The learning environment fostered is:
    - i. Physical or virtual as appropriate to the discipline needs.
    - ii. Authentic in order to develop student's curiosity and understanding of the discipline.
    - iii. Inclusive and caters for student's individual needs and previous experiences.
  - b. Details regarding learning activities and assessment tasks are disseminated in an explicit and timely manner.
  - c. Access to academic advising, learning support service and career advice is available to all students.
  - d. Support is provided to student with special needs.



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- 4. Effective assessment of learning is an integral part of the learning experience.**
  - a. Assessment tasks, criteria and procedures are clearly and transparently conveyed to students.
  - b. Assessments are reliable, fair, valid, transparent and cater for various learning styles.
  - c. Both formative and summative assessment tasks are used.
  - d. Timely and constructive feedback on assessment that can be readily used for improvement is provided.
  - e. Opportunities for reflection on learning based on the outcomes of assessment are created.
  - f. Academic integrity is modelled and upheld.
  
- 5. Teaching approaches are continuously reviewed and developed.**
  - a. Quality of teaching and learning are evaluated.
  - b. Faculty are provided feedback on their teaching practice and are availed opportunities for development through formal development provisions.
  - c. Reflective practice (self and dialogic) is encouraged and supported.
  - d. Innovative teaching practices supported by pedagogy are encouraged and supported.
  - e. Effective teaching is recognized and rewarded.

### **Article(8) Supporting Policies, Procedures and Regulations**

- Program Quality Assurance and Enhancement Policy.
- University Quality Assurance and Enhancement Policy
- Academic Courses and Programs Regulations.
- Academic Integrity and Anti-Plagiarism policy.
- Study and exam regulations, Assessment and Moderations Policy.
- Quality Manual.