

2.3 TEACHING AND LEARNING POLICY

2.3 TEACHING AND LEARNING POLICY

Policy No.	2.3		
Version Date	14th April, 2026		
Approved by	SMT		
Policy Group	Operations		
Version number	V02		
Next review due	April 2027		
External Reference points	- Higher Education Commission (HEC) Pakistan – Quality Assurance Framework and relevant policies (where applicable) - Academic Regulations of Partner Universities and Awarding Bodies		
Version Control			
Previous Version	New Version	Date	Update/Notes
V01	V02	14-04-2026	Clarified assessment feedback turnaround times and expanded the section on learning resources.

POLICY FRAMEWORK

IVY Academic Network is committed to providing a high-quality teaching and learning experience that enables students to achieve the learning outcomes of their programme, develop academic and professional skills, and progress successfully in their studies and future careers. This policy sets out the principles, responsibilities, and practices that guide teaching and learning across IVY Academic Network. It applies to all higher education, transnational education (TNE), professional, foundation, diploma, undergraduate, and postgraduate programmes delivered across IVY campuses and through approved modes of delivery.

Teaching and learning at IVY Academic Network will be student-centred, inclusive, academically rigorous, professionally relevant, and aligned with approved programme learning outcomes. This policy supports IVY Academic Network's commitment to academic standards, quality assurance, student success, and continuous enhancement.

PURPOSE

This policy aims to ensure that teaching and learning across IVY Academic Network is planned, delivered, monitored, and improved in a consistent and evidence-based manner.

The policy supports the following aims:



- a. to provide students with a structured and supportive learning experience
- b. to ensure that teaching is aligned with programme learning outcomes and assessment requirements
- c. to promote inclusive and engaging teaching practices
- d. to support students in developing academic, digital, professional, and employability skills
- e. to ensure that students receive clear academic guidance and timely feedback
- f. to promote the effective use of learning resources, technology, and student support services
- g. to ensure that teaching quality is monitored through feedback, observation, review, and quality assurance processes
- h. to support continuous improvement across programmes, campuses, and delivery modes

TEACHING AND LEARNING PRINCIPLES

Teaching and learning at IVY Academic Network will be guided by the following principles.

Student-centred learning. Teaching will place students at the centre of the learning process. Tutors will encourage students to take responsibility for their learning, participate actively, ask questions, reflect on feedback, and apply knowledge to academic and professional contexts.

Academic standards. Teaching must support the achievement of approved learning outcomes. Programme teams must ensure that content, learning activities, teaching methods, and assessment preparation remain aligned with the level and expectations of the programme.

Inclusive practice. Teaching will recognise the diverse backgrounds, abilities, learning needs, and experiences of students. Tutors will use inclusive approaches and make reasonable adjustments where required, so that students can participate meaningfully in learning.

Active engagement. Teaching will encourage discussion, enquiry, critical thinking, problem-solving, reflection, collaboration, and application of knowledge. Students should not only receive information; they should engage with ideas, evidence, practice, and feedback.

Employability and professional relevance. Teaching will help students connect theory with practice. Where appropriate, learning activities will include case studies, projects, simulations, presentations, workplace examples, professional skills, digital skills, and career-related learning.

Academic integrity. Teaching will promote honest academic practice. Students will receive guidance on referencing, plagiarism, collaboration, assessment rules, use of sources, and responsible use of digital and AI tools.

Continuous enhancement. Teaching and learning will be reviewed regularly through student feedback, staff reflection, peer observation, assessment outcomes, attendance data, progression data, external feedback, and quality assurance review.



RESPONSIBILITY FOR TEACHING AND LEARNING

- IVY Academic Network has institutional responsibility for ensuring that teaching and learning is delivered in a structured, consistent, and quality-assured manner.
- Academic leadership is responsible for ensuring that programmes are planned, staffed, resourced, monitored, and reviewed effectively.
- Programme leaders and academic coordinators are responsible for ensuring that module delivery follows approved outlines, learning outcomes, academic calendars, assessment schedules, and quality assurance requirements.
- Tutors are responsible for preparing and delivering classes, using appropriate teaching methods, supporting student engagement, providing academic guidance, maintaining attendance and teaching records, and giving timely feedback.
- The Quality Assurance Department is responsible for monitoring teaching quality, reviewing evidence of delivery, collecting feedback, supporting improvement plans, and ensuring that teaching and learning processes are aligned with institutional and TNE quality expectations.
- Programme leads and coordinators are responsible for supporting students who require academic, pastoral, disability, wellbeing, or language-related assistance.
- Students are responsible for attending classes, participating in learning activities, completing independent study, submitting assessments on time, seeking support when needed, and following academic integrity expectations.

PROGRAMME AND MODULE DELIVERY

- Each programme must be delivered according to its approved structure, academic calendar, learning outcomes, assessment pattern, and teaching plan.
- Each module must have a clear course outline or module guide. This should be shared with students at the start of teaching and should include learning outcomes, weekly topics, teaching methods, assessment requirements, reading or resource guidance, attendance expectations, academic integrity expectations, and support routes.
- Tutors must prepare lesson plans or teaching plans that show the intended learning outcomes, teaching activities, resources, and assessment links for each session.
- Programme leaders must monitor course coverage during the semester. Any delay, missed topic, staff absence, or delivery issue must be recorded and addressed through a recovery plan.
- Changes to module delivery, timetable, teaching staff, assessment preparation, or learning resources must be communicated to students in a timely manner.
- Teaching delivery must support both content knowledge and student capability. This includes academic writing, research skills, critical thinking, presentation skills, digital literacy, teamwork, problem-solving, and independent learning.
- Teaching methodologies are developed with clear learning outcomes, coherent structure, and manageable workloads for students. Teaching that develops learning is well organised and enhanced through the cyclical process of reflection, revision, and improvement.



Through a cycle of development, implementation, and evaluation, programme delivery methodologies ensure that:

- a. methodologies are customised and/or contextualised appropriately to meet the needs of the learner and reflect industry trends
- b. teaching methodology development incorporates the development of academic skills and graduate attributes or capabilities, and where appropriate is carried out in collaboration with student counselling or support staff
- c. teaching is designed with clear, evidence-based assessment outcomes
- d. learning activities and assessment are clearly aligned with stated learning objectives
- e. assessment procedures and practices are valid, fair, flexible, reliable, and authentic, incorporating clearly defined assessment criteria
- f. delivery of assessment is designed to recognise the requirements of foreign partners
- g. the use of assessment practices reflects and follows relevant foreign partner policy and procedures
- h. students have access to seamless educational pathways and networks that encourage and support lifelong learning
- i. learning and teaching processes create a continuous cycle of improvement, following relevant foreign partner or IVY policy and procedures as well as regulatory requirements

ENGAGING STUDENTS IN LEARNING

Students are at the heart of IVY Academic Network's institutes. IVY Academic Network is committed to student engagement and success, and recognises and values cultural and ethnic diversity.

Student engagement is achieved through the implementation of active and cooperative learning approaches which:

- are intellectually challenging, stimulate curiosity, and develop critical awareness
- ensure that programmes prepare students for their chosen occupation
- meet the diverse needs of students from different life experiences
- respect, recognise, and build on students' current knowledge and experience, and provide appropriate opportunities for the formal recognition of prior learning
- recognise individual learning needs and extend the student's range of approaches to learning
- provide a variety of meaningful strategies and contexts to enable students to construct and apply new knowledge and skills
- encourage and enable students to learn and practise attributes or vocational competencies which underpin graduate or industry settings
- create opportunities for regular feedback about learning progress which acknowledges individual learning achievements



- encourage students to critically reflect on their learning experiences and relate these understandings to theoretical models and explanations, relevant fields of practice, and/or workplace contexts
- encourage and enable students to take responsibility for their own learning
- allow apprentices the opportunity for contextualised workplace learning in current and relevant industry settings

CREATING SUPPORTIVE LEARNING COMMUNITIES

Students' success is built on their holistic experience at IVY Academic Network. It is the responsibility of all IVY Academic Network staff to contribute to a positive student experience. The diversity of IVY Academic Network's students is recognised and welcomed; opportunities will be offered to all students to succeed through engagement, reflection, and commitment to learning.

A supportive learning community is achieved through the development and implementation of the following:

- IVY Academic Network recognises that student success depends on the wider learning environment, not only classroom teaching.
- Staff must promote a respectful, inclusive, safe, and supportive learning culture where students feel able to participate and seek help.
- Students should receive clear information about learning activities, assessment tasks, academic expectations, support services, attendance rules, and communication channels.
- Communication between staff and students must be timely, respectful, and clear.
- Students should be encouraged to use academic support, library resources, digital platforms, counselling, pastoral support, and programme-level guidance.
- Reasonable adjustments must be considered for students with disabilities, learning difficulties, health conditions, or other documented support needs.
- Teaching spaces, digital systems, and learning materials should be used in ways that support access, participation, engagement, and student wellbeing.

DIGITAL AND BLENDED LEARNING

- IVY Academic Network may use digital, online, and blended approaches to support teaching and learning, when and where required.
- Digital learning must be planned and purposeful. It should support learning outcomes, not replace academic engagement.
- Tutors should use approved digital platforms to share learning materials, readings, announcements, assessment guidance, recorded content where available, and academic support resources.
- Students should be guided on how to use digital learning systems responsibly and effectively.
- Online or blended learning activities should include opportunities for interaction, feedback, participation, and academic support.



- Staff and students must follow institutional rules on data protection, online conduct, intellectual property, academic integrity, and responsible use of technology.

ASSESSMENT ALIGNMENT AND FEEDBACK

- Teaching must prepare students to meet assessment requirements without compromising academic integrity or assessment independence.
- Learning activities and assessment tasks must be clearly aligned with approved learning outcomes.
- Students must receive clear information about assessment format, criteria, deadlines, submission requirements, academic integrity expectations, and available support.
- Tutors should provide formative feedback where appropriate, so that students understand their progress before final assessment.
- Feedback should be clear, constructive, timely, and linked to learning outcomes or assessment criteria.
- Assessment-related support should help students improve their learning. It must not provide unfair advantage or complete the work for students.
- Where assessment concerns or repeated student weaknesses are identified, programme teams should review teaching plans, support arrangements, and assessment preparation.

ACADEMIC SUPPORT AND STUDENT SUCCESS

- IVY Academic Network will provide academic support to help students succeed.
- Academic support may include tutorials, study skills sessions, writing support, research guidance, referencing support, digital skills support, academic integrity guidance, revision sessions, and individual or group support.
- Students who are identified as academically at risk should be offered timely support. Risk indicators may include poor attendance, low engagement, weak formative performance, missed assessments, repeated late submissions, or tutor concerns.
- Programme teams should maintain records of academic support provided to students.
- Academic support should be inclusive and should help students become independent learners.

LEARNING RESOURCES

- IVY Academic Network provides learning resources that support programme delivery and student success.
- Learning resources may include classrooms, libraries, online resources, digital platforms, laboratories, studios, software, reading materials, academic databases, teaching equipment, and student support services.
- Programme teams should review the adequacy of learning resources as part of programme monitoring and quality review.
- Students must be informed about available resources and how to access them.
- Where resource gaps are identified, the relevant department must prepare an improvement plan and escalate the matter through the appropriate academic or quality assurance route.



PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF

- IVY Academic Network recognises that teaching quality depends on the professional knowledge, subject expertise, teaching practice, and ongoing development of academic staff.
- Staff involved in teaching should receive induction before teaching begins. Induction should cover institutional policies, programme expectations, assessment regulations, student support, academic integrity, digital systems, and quality assurance requirements.
- Teaching staff should participate in professional development activities related to teaching methods, assessment, feedback, inclusive practice, student engagement, academic integrity, digital learning, AI in education, and TNE requirements.
- Teaching performance may be reviewed through student feedback, peer observation, programme review, course coverage monitoring, assessment outcomes, and academic leadership review.
- Professional development needs identified through review processes should be included in staff development planning.

STUDENT VOICE AND FEEDBACK

- IVY Academic Network collects and uses student feedback to improve teaching and learning.
- Feedback may be collected through surveys, class representatives, focus groups, student meetings, module feedback, informal feedback, complaints, and programme review.
- Feedback should be analysed and shared with relevant academic teams, campus leadership, and the Quality Assurance Department.
- Where feedback leads to improvement action, the institution should communicate appropriate outcomes to students. This helps close the feedback loop.
- Student feedback must be used constructively. It should support enhancement, staff development, and student experience improvement.

MONITORING AND REVIEW OF TEACHING AND LEARNING

Teaching and learning will be monitored throughout the academic year.

Monitoring may include:

- a. review of course outlines and teaching plans
- b. course coverage tracking
- c. attendance and engagement monitoring
- d. student feedback analysis
- e. peer observation of teaching
- f. academic support records
- g. assessment performance review



- h. external or internal quality review
- i. staff development review

- Programme teams must use monitoring evidence to identify strengths, risks, and areas for improvement.
- Improvement actions must be recorded, assigned to responsible persons, given timelines, and reviewed for completion.
- The Quality Assurance Department will review teaching and learning evidence regularly and may prepare reports for senior academic leadership.

POLICY REVIEW

This policy will be reviewed annually by the Quality Assurance Department in consultation with academic leadership, programme teams, teaching staff, student support teams, campus management, and student representatives where appropriate. The review may consider student feedback, teaching observations, course coverage records, assessment outcomes, student progression, staff development needs, complaints, academic integrity cases, resource concerns, and TNE quality requirements.

Approved changes will be communicated to staff and students through appropriate institutional channels.