



聖若瑟大學
UNIVERSITY OF
SAINT JOSEPH

POLICY ON TEACHING, LEARNING AND ASSESSMENT

1. INTRODUCTION

- 1.1 The University of Saint Joseph is committed to promoting and achieving the highest international standards of excellence in its teaching and assessment, and in promoting students' learning and enquiry, in serving the University's mission and vision.
- 1.2 This policy describes the rationale, principles, purposes, practices, roles and responsibilities that underpin effective learning, teaching and assessment for student development and achievement in the University.
- 1.3 The University of Saint Joseph is committed to inclusive and equitable teaching, learning and assessment, meeting needs of diverse students.

2. DEFINITIONS

- 2.1 Whilst conceptions of teaching vary, the definition used here is the promotion of education of engaged students in their learning and opportunities for learning of knowledge, skills, attitudes, values, competencies, wisdom, judgments, personal development and experiences by a teacher, through curricula, programmes of study, activities, pedagogies and assessment.
- 2.2 Whilst conceptions of learning vary, the definition used here is the act of acquiring, understanding, constructing, modifying, connecting, applying, extending, creating, evaluating, producing, reinforcing and using, new and existing knowledge, skills, attitudes, values, competencies, wisdom, judgments, personal development and experiences, bringing about change in the learner.
- 2.3 Whilst conceptions of assessment vary, the definition used here is the process and outcome of gathering, interpreting, judging, evaluating, recording, reporting and using information about students' responses to, and performance in, educational tasks, and using this to make judgements about, and to promote, student learning, achievement and performance.

3. PURPOSE

The purposes of this policy are:

- 3.1 To articulate the University's commitment to, and excellence in teaching, learning and assessment and to identify how this commitment operates in practice.
- 3.2 To promote a shared understanding of the University's key principles of, and approaches to, and practices of teaching, learning and assessment.
- 3.3 To promote continuous improvement, excellence and innovation in teaching, learning and assessment.



聖若瑟大學
UNIVERSITY OF
SAINT JOSEPH

3.4 To provide the University with an effective, efficient, efficacious and impactful means of monitoring, reviewing, evaluating, developing, improving, enhancing and communicating the teaching, learning and assessment experiences, outcomes and achievements of its students.

4. SCOPE

- 4.1 This policy applies to all members of USJ, including visiting staff.
- 4.2 This policy does not apply to other parties outside USJ.
- 4.3 This policy does not apply to the USJ Nursery (which is required to meet the requirements of the Macao SAR Social Welfare Bureau).

5. RATIONALE

- 5.1 The University is committed to a *focus on learning*: teaching and assessment should enable, simulate, promote, recognize, reward and report learning and its outcomes to reach the highest levels of achievement.
- 5.2 Teaching, learning and assessment in the University should:
 - provide excellent, externally benchmarked and reviewed, up-to-date and relevant curricula, programmes, teaching, learning and assessment environments, practices, along with the provision of institutional support which promote, provide and assure opportunities for the highest quality motivated and engaged learning and achievements of its students and teachers.
 - include outcome-based approaches where appropriate.
 - ensure that effective teaching and learning align: learning objectives with intended learning outcomes; course content with pedagogy, instructional activities with resources; and all the above with assessment.
 - foster and use learner-centred approaches.
 - promote high quality active, interactive, authentic, collaborative, cooperative, experiential, engaged learning, blended learning and engage students through appropriate and varied pedagogies.
 - enable and encourage students to take responsibility for their own learning.
 - develop, apply and create higher order thinking, creativity, and critical thinking.
 - provide learning direction and support, using diagnostic and formative feedback to promote learning and achievement.
 - regularly be monitored, reviewed, evaluated and reported, to promote continuous improvement and excellence.
 - widen participation and access, uptake and impact for all students.



聖若瑟大學
UNIVERSITY OF
SAINT JOSEPH

- provide students with a distinctive, innovative and powerful curriculum and pedagogy.
 - integrate teaching, learning and assessment.
 - promote service learning, enhancing employability and lifelong learning.
- 5.3 Assessment procedures and practices must be fit for purpose, valid, reliable, secure, fair, suitably flexible, authentic, monitored and reviewed, to meet the diverse requirements of students, learning, achievement, performance and teaching, with clearly defined assessment criteria that are aligned to stated outcomes of learning, curricula, teaching and programmes.
- 5.4 Assessment should include assessment that is diagnostic, formative (with acting on feedback), summative, outcomes-related, transparent, monitored, standards related, as appropriate, i.e. assessment *of, for, and as* learning in all its programmes and modules.
- 5.5 The University should ensure that professional development for teaching, learning and assessment is provided, taken up, efficacious and impactful.

6. CONTENTS

- 6.1 All new, amended and existing programmes and their contributing modules must ensure that intended learning outcomes and the rationale for teaching, learning and assessment are an integral part of their design and operations.
- 6.2 Assessment must contribute to the student learning process, content and achievement, and must provide a reliable, valid and fair judgement of students' levels of achievement and performance, aligned with objectives, contents, learning activities and intended learning outcomes.
- 6.3 Assessment must provide students with explicit standards of work expected for assessment at specific levels, and feedback on their achievement, providing them with the opportunity to understand and benefit from the assessments.
- 6.4 Teaching, learning and assessment tasks must enable all students to demonstrate their learning and achievements.
- 6.5 All programmes and modules must provide assessment rubrics, and must demonstrate validity, reliability, transparency and fairness.
- 6.6 Teaching, learning and assessment must be regularly reviewed and updated, and must ensure alignment with intended learning outcomes, revised content and graduate attributes.
- 6.7 Teaching, learning and assessment must address the University's policies and practices for equality, equity and diversity, and with attention to students with special needs. Special consideration should be given to serious illness, injury, disability, misadventure, extenuating and mitigating circumstances, and medical evidence, and special arrangements should be made for students as appropriate.
- 6.8 The University must have appeals systems and processes in place.



聖若瑟大學
UNIVERSITY OF
SAINT JOSEPH

6.9 The University, academic units, and Programmes use key performance indicators in monitoring, reviewing, evaluating, reporting and developing the teaching, learning and assessment, including: results of internal and external assessments, monitoring and reviews; surveys and data on student progression, achievement, engagement, satisfaction; grade and GPA distributions; employability and student destinations; and student evaluations of teaching.

6.10 The University supports its teachers through research and development activities in teaching, learning and assessment.

7. ROLES AND RESPONSIBILITIES

7.1 Overall responsibility for oversight and implementation of this policy, its uptake and impact on practice in the University, its evaluation, monitoring, review, reporting and amendment, rests with the Executive Council.

7.2 All parties must ensure that Quality Assurance and Enhancement complies with this policy, is monitored and reviewed in accordance with this policy, and that changes are made where appropriate as a consequence of such review.

7.3 The *Quality Assurance Office*, accountable to the Executive Council, oversees the implementation, operations and impact of this policy on meeting its purposes for QAE.

7.4 Deans, Programme Coordinators, Heads of offices and units, and all staff are responsible for ensuring the highest standard of QAE in their units and that this policy is implemented in all the work for which the unit is responsible. Each academic, administrative, support and service unit, under the Dean/Head of the unit, is accountable to the University for the policy's implementation, monitoring and review, and the Dean's/Head of unit's annual report and development planning must address quality assurance and enhancement.

7.5 Students are responsible for meeting the requirements of QAE where they apply.

8. REFERENCES

This policy should be read in conjunction with the University policies and Regulations for, and Terms of Reference on: All University and Faculty Committees; Boards of Examiners; Student Support; Academic Integrity; Academic Appeals; Approval of New and Amended Programmes; Monitoring, Review and Reporting; Quality Assurance and Enhancement; Graduate Attributes; Student Evaluations of Teaching. The list of related documents is annexed to the Policy.

9. REVIEW

9.1 This policy takes effect from 27 November 2018 and is subject to ongoing review and amendment as appropriate.

9.2 Amendments to this policy are made by the Executive Council in response to advice and recommendations from across the University.



聖若瑟大學
UNIVERSITY OF
SAINT JOSEPH

Author: Executive Council

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ANNEX: LIST OF RELATED DOCUMENTS

- Template for Syllabus Plans
- Template for Lesson Plan
- Template for Lesson Observation
- Templates for Agendas and Minutes of Committees
- Pro-forma for proposals for new and amended programmes
- Guidance notes for new and amended programmes
- Flow chart for new and amended programmes
- Policy on Quality Assurance and Enhancement
- University Framework for Quality Assurance
- Faculty Framework for Quality Assurance
- Programme Framework for Quality Assurance
- Academic Integrity Committee: Regulations; Terms of References; Procedures
- Procedures for Academic Appeals
- Boards of Examiners: Regulations; Terms of Reference; Procedures; Guidance documents for Boards of Examiners
- Graduate Attributes
- Student Evaluations of Teaching
- Programme Monitoring and Review
- Key Performance Indicators for teaching, learning and assessment