5 Teaching and Learning

5.1 Teaching and learning

The quality of the learning experience is monitored on an on-going basis. Related policy states the provider's commitment to self-monitoring and improving the quality of teaching and learning on its education and training programmes, research and related services.

5.2 A provider ethos that promotes learning

The provider has an open community that values critical reflection and fosters personal and professional development for both learners and staff. Staff are appropriately qualified and experienced. There are processes in place to ensure that the content of programmes reflects advances in the relevant disciplines and that the pedagogic style incorporates national and international effective practice. The learning environment:

- Respects and attends to the diversity of learners and their needs, enabling flexible learning pathways

- Considers the use of different modes of delivery, where appropriate

- Flexibly uses a variety of pedagogical methods that are evaluated and monitored and adjusted accordingly

- Encourages a sense of autonomy in the learner, while encouraging adequate guidance and support for the learner

- Promotes mutual respect within the learner-teacher relationship

- Has procedures for dealing with learner complaints

- Has procedures for dealing with learner appeals

5.3 National and international effective practice

The provider engages with the wider national and international community of practice to enhance teaching and research.

5.4 Learning environments

The provider ensures that both the programme level and each programme's learning environment are appropriate by addressing:

a) *The many contexts in which learning opportunities emerge*

For example, learners working collaboratively on projects in a suitably equipped laboratory, or a training facility under supervision, with necessary technical support and access to required library references, technical and information systems. All of these elements work together to support learning.

b) *Different learning environments*

Equal attention is paid to quality assurance of the learning environment in any type of distributed learning context, such as outreach centres or in collaborations with other providers or organisations.

c) *Learning off-campus*

For example, practice / work placements in off-campus learning. These are often integrated into professional or training programmes. Such placements also define learning environments.

d) *Physical premises, equipment and facilities*

The provider regularly reviews the effectiveness of its premises, equipment and facilities to ensure their continuing adequacy and effectiveness in relation to the programmes of education and training, research and related services.