

Good practice in teaching

4.2 Good practice in teaching is indicated when staff:

- display a sound understanding and up to date knowledge of their subject, and bring this appropriately to the design of teaching and learning strategies;
- communicate enthusiasm, drawing on scholarship, research and professional activity to support students in developing their academic skills;
- recognise and respect the contribution made by students to each other's learning;
- have an informed understanding of how students learn, and demonstrate this in their contact with students whether in large groups, small groups, or one-to-one;
- demonstrate an awareness of a range of educational backgrounds when defining achievable learning outcomes for a programme element;
- encourage students to learn how to learn, and to appreciate the need for continuing life-long learning;
- demonstrate concern for development of learning by setting each teaching session in the context of what has gone before, and what it is intended to achieve;
- show sensitivity to individual differences in learning styles, and use a variety of teaching strategies and methods of assessment to promote learning;
- make clear to students the structure, context and opportunities for choice in the programmes for which they are responsible;
- specify for students their expectations of student learning activity, performance and achievement of academic standards;
- give prompt, informative and constructive feedback to students on their work, relating explicitly to the aims, learning expectations and assessment criteria;
- make effective use of feedback from students and peers in reflecting upon their own practice as teachers, and in further pursuing their professional development;
- work co-operatively with professional, non-teaching staff to develop teaching and learning methods;
- make optimum use of the resources available to staff and students to support learning.

Good practice in learning

4.3 Good practice in learning is indicated when students:

- demonstrate an understanding of their learning environment, its culture and resources;
- embrace the aims and expectations of their chosen programme of study;
- identify their own learning objectives and evaluate their progress in meeting them;
- engage actively in learning, and participate fully in the learning opportunities that are present to them;
- demonstrate understanding of, and ability to reflect on, the ways in which their skills and knowledge are developing;
- make effective and responsible use of the advice, guidance and feedback from assessment which is provided during their programme of study;
- avail themselves of the opportunities to acquire and develop learning skills;
- recognise and value their existing knowledge and skills, and build on them;
- contextualise and apply their developing knowledge and skills to their wider experience and plans for the future;
- work together in an informal environment as well as in formal classes;
- act responsibly in planning their use of the resources available to support learning, including the effective use of their own time in independent study;
- give constructive feedback on their perceptions of the quality of their learning experience;
- show commitment to attaining the academic standards which have been defined for their programme of study.