Title: Teaching and Learning Procedures

Code: GU-PR04TL

Version: 3.3

Date of Issue: 2025

Effective Date: April 2025

Last Review Date: July 2024

Approval Authority: University Council

Document Owner: Vice President for Academic Affairs

Review: This document is subject to a periodic review as per amendments of
university policies and regulations

1. Purpose

This document describes the procedures to be followed by all Gulf University staff involved in teaching and learning activities to ensure consistency in implementing the Teaching and Learning Policy across all Colleges, Departments, and Programs.

2. Scope

The document applies to all Gulf University programs and personnel involved in teaching and learning.

3. Acronyms

BQA	Education and Training Quality Authority
CILOS	Course Intended Learning Outcomes
C-QAC	College Quality Assurance Committee
C-TLAC	College Teaching, Learning and Assessment Committee
HEC	Higher Education Council
NQF	National Qualifications Framework
PILOS	Program Intended Learning Outcomes

4. Definitions

Academic Program: The academic program is a combination of courses and related activities organized to achieve specific learning outcomes, as defined by the university.

Program Intended Learning Outcomes: Program Intended Learning Outcomes (PILOs) describe the knowledge, skills, and attributes envisioned to be achievable by students who have followed a program of study. Demonstration of achievement of PILOs is a requirement for awarding a qualification associated with a program.

Course Intended Learning Outcomes: Course-intended learning Outcomes (CILOs) describe the knowledge, skills, and attributes envisioned to be achievable by students enrolled in a course. CILOs, therefore, contribute to PILOs. A learning outcome states what students should be able to do by the time they have completed the course or program for which the outcome is set. Outcomes can include knowledge, skills, and attitudes. The attainment of an outcome is determined through the assessment process.

Assessment: An assessment involves the evaluation of students' performance against criteria associated with PILOs and CILOs.

Assessment Criteria: Assessment criteria describe what an assessor needs to ensure that students have achieved a learning outcome. Therefore, assessment criteria cannot refer

to hidden mental processes but rather must describe the actual performance of a skill, provide evidence of an attribute, or demonstrate an understanding of the concepts, theories, and principles introduced in a program of study.

Critical Thinking: Critical thinking refers to a set of cognitive skills that involve breaking down the whole into components in order to identify and solve problems. Critical thinking also allows for reassembling those components into a 'new' whole in order to innovate and develop. Critical thinking involves the use of deductive reasoning.

Deductive Reasoning: Deductive reasoning is the ability to use evidence in order to conclude.

Formative Assessment: A formative assessment includes all forms of assessment that have learning enhancement and the provision of feedback to students as its primary purpose. Formative assessment serves to motivate and deepen student learning, to consolidate work done thus far and to give students a sense of their achievements and areas requiring further attention. Formative assessment always includes developmental feedback. Formative assessment is often followed by summative assessment.

Guest Speaker: A guest speaker is an individual from the professional community invited by the University to deliver a lecture on specific topics relevant to a course.

Instructor: An Instructor is an individual appointed by Gulf University to teach on its courses.

Learning: Learning is understood to encompass the knowledge and skills that result from engagement with the teaching activities planned and designed for a program of study. Learning is cumulative and can manifest itself in many forms, and assessment needs to take this into account. New learning builds on and expands existing learning.

Learning Outcome: A learning outcome states what students should be able to do by the time they have completed the course or program for which the outcome is set. Outcomes can include knowledge, skills and attitudes. The attainment of an outcome is determined through the assessment process.

Learning Resources: Learning resources comprise of all aspects of the learning environments in which students are immersed in, as they engage with programs of study. They, therefore, comprise of equipped classrooms, studios, laboratories, libraries, an online learning platform and learning materials produced by Instructors.

Purpose Statement: A purpose statement describes the overall goal or purpose of a program of study by describing how graduates will contribute to the needs of the workplace and society. It also describes how a program contributes to the vision and mission of the University.

Student: A student is an individual who has completed the formal procedures necessary to register in a program offered by Gulf University.

Summative Assessment: A summative assessment includes all forms of assessment that lead to the measurement of student learning, usually in the form of a marks or score, for the purposes of determining student success in demonstrating achievement of set outcomes. Summative assessment is thus the means by which student progress is determined.

Teaching: Teaching refers to a set of activities planned and designed to ensure that students are able to achieve the learning outcomes set for courses in a program. Teaching may be face-to-face and take the form of lectures or more informal discussions and tutorial sessions. It can also encompass various online activities that are designed and selected as part of an overall teaching approach. In addition, teaching encompasses formative feedback provided to students on assessment tasks. Teaching is enhanced by *reflection on teaching,* a process involving Instructors using feedback from students, peers, and from the assessment of students' learning to consider how they may re-plan and re-design the overall approach to teaching. Therefore, quality teaching results from reflection on practice to ensure that it allows students to meet program outcomes.

Teaching Strategies: Teaching strategies are the deliberate and planned classroom methods used by an instructor to ensure that students are guided and supported in the attainment of learning outcomes.

Hybrid Learning: Hybrid learning is a dynamic educational model that can vary significantly from one course to another. At its core, it combines in-person and virtual learning, allowing some students to attend physical classes while others participate remotely. An essential feature of hybrid learning is that the instructor simultaneously delivers instruction to both in-person and virtual learners, ensuring that no one is left behind. It is a mode of distance education where 30% to 79% of the instruction is conducted online via a university learning management system. The remainder of the instruction is provided in a traditional face-to-face modality. Although the online component is typically asynchronous, it may be synchronous.

Synchronous Distance Learning: This learning mode refers to instructors and students gathering simultaneously. Students must also log in and participate in class activities and discussions at a specific time each week.

Synchronous Distance Learning: This learning mode refers to instructors and students gathering simultaneously. Students must also log in and participate in class activities and discussions at a specific time each week

Asynchronous Distance Learning: Asynchronous distance learning means that the instructor and the students in the course all engage with the course content at different times (and from different locations). The instructor provides students with a sequence of sessions, which the students move through as their schedules permit. Each session might use assigned readings or uploaded media, online quizzes, discussion boards, and more. The instructor guides the students, provides feedback, and assesses them as needed.

5. Procedures Details

5.1 Planning for Teaching

5.1.1 Before the beginning of each semester, Heads of Departments shall ensure that each Instructor has received (in the case of newly appointed staff) or reviewed the CILOs for their courses.

5.1.2 Instructors shall consider the range of teaching strategies available to them and select those that support and guide students in attaining CILOs. The selection of teaching strategies shall take intoaccount the following:

- The extent to which they are directed at the development of learning outcomes.
- The abilities of students at a particular level of study.
- The learning preferences of students.
- The availability of time and resources.
- The need for various methods to motivate students and keep them focused.
- Feedback from students enrolled in the course in previous semesters.

Instructors shall employ one or more teaching strategies to motivate students for a variety of learning preferences and shifts in pace. In a teaching session, this means that an Instructor shall:

- ask students to write responses to short questions based on their previous learning.
- provide input in the form of a formal lecture.
- Invite students to form small groups to discuss questions associated with the input or to perform group tasks.

5.1.3 Instructors shall develop assessment tasks for their courses to allow students to demonstrate competence against the assessment criteria associated with each CILO. Tasks may elicit performanceagainst several CILOs. Some assessment tasks shall primarily be formative (in the sense that they aim to develop students' learning), and others shall be summative (in the sense that they aim to measure the learning that has taken place).

5.1.4 Instructors shall check the availability of teaching materials and, if necessary, develop necessary materials. This shall involve activities such as checking library holdings and preparing PowerPoint presentations, handouts, and other teaching materials.

5.1.5 Instructors shall submit the course management plan to relevant Heads of Departments in the first week of the semester (Form GU-PR04TL-F01). This plan shall outline subject topics, Instructors' teaching activities, students' learning tasks, and the assessment scheme and schedule.

5.1.6 Heads of Departments shall review course management plans and provide feedback.

5.1.7   Instructors shall finalize course management plans based on feedback received from Heads of Departments.

5.1.8   Instructors shall prepare their lesson plan (Form GU-PR04TL-F01A) before each class based on a course management plan, explain the lesson plan to students at the beginning of each teaching class, and retain the completed form in the Course portfolio.

5.1.9   Instructors shall prepare their course portfolio according to Quality Assurance Procedures.

5.1.10 For the distance and hybrid learning courses, before the beginning of the semester, online courses for each instructor shall be created by IT in the Learning Management System. The instructor shall upload the course specification, lecture materials, and lesson plan and complete the mapping of CILOs to PILOs for the specific course. The instructor shall design and prepare the course content and online lectures appropriate for distance learning. Due to the sync between SIS and LMS, IT shall assign the students to the Learning Management System so that the enrolled students can access the course materials and assignments and chat with the instructor. Instructors and students shall access the Learning Management System with the unique user ID and password assigned by IT. However, this practice is similar to face to face learning as well.

5.1.11 For the purposes of distance teaching, learning, and assessment, each instructor shall create his/her own class in an online application (Microsoft Teams). The instructor shall receive the list of registered students for each course from the SIS and Moodle in order to assign each student to the class.

5.1.12 IT shall provide instructors and students with training/workshops on using the available e-resources and accessing distance learning. IT shall also conduct group and individual training sessions for students on e-learning and distance learning platforms, in addition to Training Video Tutorials accessible through the Gulf University Video Channel.

5.1.13 IT shall provide technical support for students and staff through the Helpdesk System, Instagram, IT Helpdesk Email, and IT Helpdesk Phone for all delivery mode of the courses.

5.1.14 IT shall provide information about the security and safety of personal data of theusers of e-learning and distance learning platforms.

5.1.15 Staff Professional Development Unit, in collaboration with the Teaching Excellence and Technology Center, shall arrange training and workshop sessions on distance education and how to enhance the capability of course instructors to design course content and assess while delivering the course.

5.2   During the Semester

5.2.1   Instructors shall introduce themselves to students in the first teaching

class and explain the course management plan. The instructor shallalso outline expectations and regulations regarding attendance and behavior in the class. These expectations shall include information on students' participation in various learning activities. The instructor shall also inform students of the nature of plagiarism and advise them to avoid it. Possible penalties may be highlighted at this point. The instructor shall also indicate the learning resources (including e-learning)available for the course.

5.2.2 Instructors shall implement the following teaching strategies:

5.2.2.1 **Formal Lecturing**:

a) The instructor shall describe and explain course content. In order to beeffective, the instructor needs to ensure that s/he:

- Speaks clearly and is audible to all students.
- Interacts with students by, for example, looking directly at the class and not turning his/her back, moving around the room during a formal lecture.
- Uses the smart board (or whiteboard) effectively by, for example, designating areas of the board for different purposes. A column at the side of the board, for example, may be used to write new terms or items of vocabulary unfamiliar to students, while the main area may be used for diagrams or numerical work.
- Uses other available audio-visual aids appropriately.
- Checks students' understanding by asking questions and providing feedback on answers.

b) The Instructor shall plan field visits relevant to certain topics in the course (Form GU-PR04TL-F02), seek approval from the Head of the Department, and share the plan with students at least three days before the visit. After the visit, the instructor shall complete the form and consider the outcomes for further teaching development.

5.2.2.2 **Discussions Forum**: allows students to interact with each other and with the instructor, to try out new ideas, to apply their knowledge to practical situations, to receive feedback, and to learn from each other. In order for a discussion to be effective, the instructor needs to:

- Set a task for the group to complete before the discussion commences. This task may, for example, involve a piece of reading or watching a video clip. Engagement with the task will form the basis of the discussion.
- Ensure that all students have the opportunity to participate by facilitating responses within the group.
- Interject by providing feedback and guidance where the group may have followed an erroneous line of thinking or have lost focus.
- Monitor time closely to ensure that the class finisheson time

or that the period allocated to discussion in a teaching session does not overrun.

5.2.2.3 **Case Studies**: allows students to see how theoretical knowledge can be applied in practice. In order for case studies to be effective, the instructor needs to:

- Identify appropriate cases. Not all published cases are relevant to particular courses or particular contexts. This means an instructor may need to adapt (with appropriate permissions) a case or develop cases, especially for the course.
- Provide the case in advance of the teaching class, which will be used to allow students to prepare.
- Plan the teaching class around engagement with the case. This may involve developing a set of questions or tasks (for example, asking students to provide an alternative course of action to one described in the case). Engagement with the case may be varied and may take account of the time available.

5.2.2.4 **Role Play**: allows students to practice skills and contribute to the development of attributes. They are often focused on roles that students will perform in the workplace. In order for role play to be effective, the instructor needs to:

- Plan and structure the role plays by identifying participants. For example, a role-play could involve a financial advisor in the banking sector interacting with two business clients.
- Identify a task for them to perform.
- Tailor the role play to the size of the class. If three participants are involved in a role-play, the class may split into multiple groups of three, or one group of three may perform the role-play while others watch.
- Prepare students for the role play by eliciting information they will need to participate effectively (for example, this may involve knowledge of import and export procedures and the needs of businesses).
- Be available to provide ongoing constructive feedback to participants.
- Sum up the activity by identifying key points for learning.

5.2.2.5 **Small Group Tasks**: allows students to work collaboratively in order to achieve completion. This may involve individuals taking on particular roles in the group. In order for small group tasks to be effective, the instructor needs to:

- Design the task focusing on the intended CILOs. Small group tasks often focus on skills and attributes.
- Facilitate how the group(s) should identify and allocate roles for task completion with equal workload distribution.

- Ensure that the group plans its activities to be completed within a specific timeframe.
- Monitor group activities, ensuring appropriate time spent on tasks and progress is achieved against milestones.
- Provide ongoing feedback to the group.

5.2.2.6 **Guest Speakers**: provide specialist insights and expertise from outside Gulf University. They may be invited to share experiences and insights from the professional world. In order for guest lecturers to be effective, the Instructor needs to:

- Brief the guest speaker on the course in which s/he will be lecturing and the contribution of his/her lecture in the overall program of study.
- Ensure that the guest speaker is informed about the time and venue for his/her lecture.
- Ensure the availability of any equipment needed by the guest speaker.
- Introduce the guest speaker to students.
- Check on time to ensure that the guest speaker does not overrun. If necessary, this may involve negotiating with the guest speaker that a signal will be provided to inform him/her that the class has ten/five minutes left to run.
- Brief a student to thank the guest speaker for his/her lecture.

After the Guest Speaker activity, the instructor completes the report (Form GU-PR04TL-F03), considers the outcomes for further teaching development, and shares them with C—TLAC.

5.2.2.7 **Practical Work**: takes place in laboratories, workshops, or studios. In order for practical work to be effective, the instructor needs to:

- Plan and design practical tasks to support and guide the attainment of learning outcomes.
- Ensure that the laboratory, workshop, or studio is set up with the necessary equipment for the practical session.
- Provide instructions to students with regard to the practical class.
- Be available to guide and provide feedback to students as they complete the task.

5.2.3 **Reflection on Practice:** Throughout the semester, the instructor shall gather feedback on students' learning and shall use that feedback to enhance teaching. In order to do this, the instructor needs to identify ways in which feedback may be elicited in an ongoing fashion. This feedback may include:

- Question and answer sessions in order to gauge the extent to which students are mastering the expected learning.
- Informal discussions with students before and after class in order to

ascertain the extent to which the class is meeting their needs and engagement toward learning.

- The use of 'In-Semester Student Feedback' for students' opinions on teaching and learning methods (Form GU-PR04TL-F04). This informal feedback shall not substitute for more formal feedback elicited by Gulf University. The instructor shall reflect on this feedback from students and adjust teaching accordingly. Adjustments may involve changing pace, adapting teaching strategies, or adopting new strategies.

5.3   Implementation of the distance/hybrid courses

5.3.1   The course instructor shall conduct both synchronous and asynchronous sessions for distance learning. For hybrid learning there shall be blend of face to face sessions and online synchronous sessions. Instructor shall encourage students to engage in learning irrespective of the mode.

5.3.2   During the implementation stage, the course instructor shall deliver the online lecture strictly following the schedule of the courses. The instructor shall consistently follow the course management plan and lesson plan to deliver the online lecture and conduct the online assessment following the assessment scheme. This shall be implemented when face-to-face learning is not possible and as a complementary mode of teaching and learning in normal situations.

5.3.3   Students shall regularly attend the session and remotely engage in individual and group tasks. Students shall communicate with the instructors during the class and after class hours through live discussion, chat, posts, email, and social media. Students shall communicate with their classmates in the above-mentioned channels.

5.3.4   The instructor shall regularly communicate with students regarding the tasks and assessments (quizzes, online tests, assignments, case studies, projects, essays, research, oral presentations, reports, etc.) to be conducted. Guidelines for each assessment and class activity shall be communicated to the students in the distance learning platform.

5.3.5   The course instructor shall follow the formal dress code while delivering an online lecture and interacting with the students via webcam.

5.3.6   Online classes shall be recorded, and instructors shall mark students' attendance daily to be updated in the Learning Management System. Students shall follow the university's attendance requirements, and inability to meet them shall lead to actions, namely a warning letter and assigning (W) or (WF) grades for the course as per the regulations.

5.3.7   IT shall prepare the list of classes conducted online daily and shall share the list with the Admission & Registration Unit. The Admission & Registration

Unit shall track the regularity of online lectures and report to the concerned HOD weekly in case of any irregularity in providing distance education. The admission & registration unit shall also report to the college deans. It shall communicate the cases of concern with the Vice President for Academic Affairs at the university level. University Teaching Learning and Assessment Committee shall receive monthly reports from each instructor regarding student attendance, the percentage of topics covered, and the percentage of assessments completed so far. The University Quality Assurance Committee shall be updated about the smooth conduct of online teaching, learning, and assessment.

5.3.8   The course instructor shall provide students with online office hours devoted to supporting them through tutorials, doubt-clearing sessions, or any other academic guidance. The faculty profile in the online learning platform shall specify the online office hours for each faculty member dedicated to providing support to the students.

5.3.9   Academic advisors shall create a class in the distance learning platform and add all the advisees to communicate with them. Academic advisors shall meet the students online, discuss their requirements, and suggest courses for the next semester considering the progression and the study plan. Students shall communicate with the advisors as required or be notified online.

5.4   End of Semester

At the end of semester, the instructor shall:
- Ensure that students have been provided with feedback on their achievement.
- Consider feedback from informal and formal evaluations of the course, (Form (GU-PR14PRD-01) - student evaluation and Form (GU-PR04TL-F05) - peer review) while preparing course final report, Form (GU-PR04TL-F06).
- Send the report to C-TLAC for their comments and recommendations followed by discussing it with HOD for necessary steps towards recommendations.
- Finalize the course portfolio and submit it to the Quality Assurance Committee (C- QAC) at his/her college.

6.   Responsibilities

Students are responsible for:
- following this policy appropriately.

Instructors and Academic Advisors are responsible for:
- following this policy appropriately.

Assisting, Technical and Administrative Staff are responsible for:

- following this policy appropriately.

Teaching Excellence and Technology Center is responsible for:

- following this policy appropriately.

Heads of Departments are responsible for:

- ensuring that all faculty members and students are fully informed of this policy.
- implementing this policy appropriately.

C-TLAC is responsible for:

- Following these procedures appropriately.

Deans are responsible for:

- ensuring that all faculty members and students follow this policy.
- implementing this policy appropriately.

Staff Development Office is responsible for:

- following this policy appropriately.

Quality Assurance and Development Center is responsible for:

- ensuring appropriate implementation of this policy.

The Vice President for Academic Affairs is responsible for:

- ensuring appropriate implementation of this policy.

The University Policy Development and Review Committee is responsible for:

- systematic review of the effectiveness of this policy.

7. Related Policies

- Assessment Policy
- Disability Policy
- Distance Education Policy
- Mapping Programs to National Qualifications Policy
- Program Design, Development and Approval Policy
- Program Review and Development Policy

8. Related Procedures

- Assessment Procedures
- Assessment Verification and Moderation Procedures

- Distance Education Procedures
- Deferred and Late Assessments Procedures
- Mapping Programs to National Qualifications Procedures
- Program Design, Development, and Approval Procedures
- Program Review and Development Procedures

9. Related References and Standards

BQA	Institutional Reviews Handbook 2023
BQA	National Qualifications Framework Handbook
BQA	Programs-within-College Reviews Handbook 2020
HEC	Regulations and Resolutions