

5. Teaching, Learning & Assessment Strategies

ICD recognises that the quality of the college's learning environment, programme assessment strategies, and interactions among management, faculty, and learners, play a vital role in student learning and satisfaction. To this end, the college has two standing committees that dedicate much of their time to monitoring, discussing, and developing policies and procedures for improving ICD's learning environment.

At Academic Council, the college formally solicits reports from student representatives on the views and interests of the student body about issues impacting on students' academic studies and learning experience. The student representative holds an important position in the governance and quality assurance structures as the feedback obtained from them is reported to the college's Academic Council where decisions are made about matter such as:

- Programme assessment strategies
- Learner workloads
- Programme development
- Improving the college's learning environment
- The college's tangible learning resources
- General academic policies and regulations
- Academic governance

Acting on the advice of an independent programme review panel appointed by QQI, ICD has recently begun to develop a more strategic and collegial approach to teaching, learning and assessment across its courses. As part of a gradual shift towards a more balanced, mixed assessment model, methods such as group, peer and self-assessment are now used strategically within the overall assessment for each programme to achieve a broader range of learning outcomes. Over time, it is hoped that by offering a mix of traditional classroom, VLE-based, experiential, and peer and self-directed learning opportunities, ICD's programmes will provide opportunities for learners to develop and demonstrate a more diverse mix of knowledge types, skills, and competencies appropriate for employability, life-long learning, and entrepreneurship in contemporary life.

By adopting a programme approach, lecturers can also work together to continuously improve course curricula, monitor learning workloads and reduce assessment pressure-points, discuss pedagogical practices and academic supports, foster a closer connection between scholarship and teaching, promote innovation in teaching and learning, and consider and respond to changes in the external education environment. An assessment strategy for each of ICD's validate courses is included in their respective validated programme manuals, but these are intended as 'living documents' that will be continuously reviewed, edited, and improved by the college's Academic Council.

