



NATIONAL UNIVERSITY- SUDAN [NUSU]
Teaching, Learning and Assessment Policy (NUSU-TLAP)

1. Introduction.

The national University-Sudan (NUSU) is committed to providing excellent teaching that introduces students to the latest development in their subjects and develops their skills of critical thinking and intellectual synthesis. The underlying strategy of the university undergraduate education is to give a learning experience that is informed and enhanced by the university's commitment to being a quality and research-led institution.

2. Policy Statement.

The NUSU-TLAP highlights the need for the good quality of teaching and learning processes and outcomes. It incorporates the significance of ongoing scholarship as integral to the development of effective teaching and learning. It also promotes learning as a self-directed lifelong quest for professional skills, knowledge and wisdom.

3. Purpose of the policy.

The purpose of this policy is to:

1. Outline methods used by the NUSU to achieve its goals
2. Provide a framework within which the different faculties of the NUSU can develop their own teaching, learning and assessment policies and action plan.
3. Outline the expectation of the university from both teachers and students.

4. Teaching.

1. The University commitment to systematic and continuous review of its academic curriculum is a means of providing the highest quality education producing skillful, creative and capable graduates.
2. Students' participation and representation in education committees ensure their input in planning, delivery and evaluation of the curriculum.
3. Methods of instruction should cater for the diverse backgrounds of students.
4. In their first year, students should be taught the required learning skills including communication skills, time management, the scope of problem solving, independent learning and IT skills.



5. Course coordinators are responsible for alignment of course objectives with the instructional methods and assessment tasks.
6. Teachers (both fulltime and part- time) should abide by course objectives when teaching NUSU students.
7. Appropriate teaching and learning environment and requirements should be provided and maintained in all learning premises (inside or outside university grounds).
8. Time tables should be clear for both students and teachers and available before the intended courses.
9. There should be equal distribution of study material and assessment tasks for the students.
10. Teaching should be consistently of high quality and encouraging the students to be active learners, critical thinkers and research oriented.
11. Opportunities for independent learning and self-directed learning should be provided and clarified in timetables.
12. Methods of instruction, assessment tasks and the marking system should be made explicitly clear to students at the beginning of each course.
13. Teaching should provide an extensive knowledge base in subject areas and the skills needed for application of that knowledge.
14. Teaching should include professional behavior guidance both in learning and work place.
15. Learning resources should be available and readily accessible for students.
16. Academic support should be available and accessible.
17. Deans of faculties are responsible for supervision of the teaching process ensuring its application within the specific time frame.
18. Deans, heads of departments and courses' committees are responsible for revising the quality and quantity of scientific material in each course, and the methods of teaching and assessment for that specific course.
19. Students' feedback on teaching process is regularly collected and analyzed.
20. Opportunities for research-based continuous professional development will be provided regularly, to update and upgrade teaching performance.



5. Learning.

Students are expected to:

1. Conduct themselves in appropriate manner, in both attitude and dress.
2. Seek guidance and support when needed, by contacting: student welfare office, registration office, academic adviser or dean office.
3. Learn how to study effectively.
4. Attend at least 80% of each taught course.
5. Submit requested course work on time.
6. Participate in class activities
7. Learn to be an independent learner
8. Acquire the skills of critical thinking, reasoning, problem solving and team work.
9. Make use of the learning opportunities provided by university.
10. Use learning resources within university appropriately.
11. Maintain good academic integrity in their work
12. . Maintain good academic achievement.

6. Assessment

Assessment of student learning is the key to the quality of education. It ensures that the standards of qualifications planned by a university are achieved. However In the face of cultural, social and linguistic diversity, assessment has the potential both to challenge and maintain social structures. A university therefore takes the responsibility to ensure that its assessment is valid and consistent, that its assessment practices are transparent and that its assessors are qualified and accountable for the judgments they make.

Although assessment functions to measure learning, it can also be used to guide and develop that learning. This is especially the case when learning objectives and their associated assessment criteria are used as organizing principles in assessment design.

1. The assessment policy.

A. Course committees, course coordinators and teachers are responsible for:

1. Providing learning objectives and outcomes for the courses taught.
2. Developing the assessment criteria associated with those objectives
3. Designing appropriate assessment tasks for the students to demonstrate their ability to meet the criteria
4. Using valid and reliable tools for assessment
5. Providing details of assessment criteria to students at the beginning of each course.



6. Using both formative and summative assessment tools
 7. Including dates and type of assessment tasks within the timetable.
 8. Providing formative feedback to students on their performance.
 9. Liaising with other faculty members to ensure that assessment is consistent
 10. Recording marks and assessment decisions accurately.
 11. Reporting on course and student assessment to the dean.
- B. Deans, heads of departments course committees and course coordinators are responsible for.**
1. Appraising the quality of student assessment
 2. Ensuring appropriateness, fairness and validity of the assessment tasks.
 3. Supervising provision of proper training for the assessors.
 4. Ensuring that the choice of external assessors comply with policies.
 5. Analyzing assessment results and using the details for further improvement of both teaching and assessment process.
 6. Providing of assessment requirements and resources.
 7. Utilizing the university educational and technological resources for the assessment process.
 8. Keep records of all assessment decisions.
 9. Using assessment results for follow up and provision of academic support for students.