

LEARNING AND TEACHING FRAMEWORK



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1 PURPOSE

- 1.1 This framework outlines the principles of learning and teaching used for CQUniversity courses.

2 SCOPE

- 2.1 This framework applies to CQUniversity higher education and vocational education and training (VET) courses.

3 POLICY STATEMENT

- 3.1 The nine guiding principles of learning and teaching at the University are:

Guiding Principle	Framework Statement
1) Learning at the University is a student-centred, transformative, engaging, and social endeavour that is: <ul style="list-style-type: none">• inclusive of, and reflects, diverse perspectives and approaches to learning• characterised by the embedding of authentic work-based learning and addressing the evolving future of work, and• informed by research and collaboration with industry, communities and government.	<p>1.1 Our courses will adopt an assessment-for-learning approach that engages students in authentic ways.</p> <p>1.2 Indigenous ways of knowing and doing will be embedded within University courses.</p> <p>1.3 Curriculum is informed and supported by industry, partners and community through engagement in Course Reference Committees and reviews of curriculum.</p> <p>1.4 Social innovation as creative thinking and problem solving is embedded in University courses.</p> <p>1.5 Expose students to different cultures and provide them with the opportunity for international and regional study experiences.</p> <p>1.6 Students will experience a transformative learning experience and personal growth as a result of curriculum informed and supported by industry, partners and community.</p>

Guiding Principle	Framework Statement
	<p>1.7 Scholarly activity and scholarship are embedded in employee teaching practice.</p> <p>1.8 Students will participate in authentic work-based learning experiences in all courses.</p> <p>1.9 Higher education and VET teaching employees are supported to integrate peer-reviewed research into courseware.</p>
2) University students can expect to have an inclusive experience that ensures they feel central and connected to the learning community, regardless of and appropriate to their mode of study.	<p>2.1 Units will consider equivalence of delivery so that on-campus experience is aligned and complementary to online course material.</p> <p>2.2 Employees will embrace inclusive design when preparing learning resources and experiences so that no student is disadvantaged.</p>
3) As a dual-sector institution, the University enables access to, participation in, and pathways between different levels of education, and supports all students on their learning journey.	<p>3.1 Teachers of first-year students will be equipped with specialist knowledge about first year and transitional experience to set students up for success in study generally, and their discipline specifically.</p> <p>3.2 VET will be integrated into higher education curriculum where opportunities exist to do so through:</p> <ul style="list-style-type: none"> • embedding a VET qualification into the course • embedding a VET skill set into the course, or • offering complementary VET skill set or units of competency. <p>3.3 Courses will offer exit pathways as an option for students.</p> <p>3.4 Strategies for innovative development and delivery of short courses or microcredentials will be implemented that responsive to student and industry needs.</p>
4) University students will feel safe and supported to explore new ideas in creative ways.	<p>4.1 Assessment approaches will incorporate practices such as scaffolding, formative assessment, reflective practice, revision, and mentoring, to encourage creativity.</p> <p>4.2 Students and teachers will have access to real-time and personalised feedback that supports student-centred learning and teaching.</p>
5) University draws on expertise from its alumni to engage, inspire, and support students as a broader learning community.	<p>5.1 Alumni will be engaged at course and unit level as mentors, advisors, experts to support quality learning and teaching.</p>
6) The quality of curriculum and graduates is underpinned by the University's expertise, values, and governance structures and regulatory framework.	<p>6.1 Teaching employees are appropriately qualified to teach at the required level.</p> <p>6.2 Employees involved in governance are fully versed in legislative requirements and best-practice teaching methods.</p>

Guiding Principle	Framework Statement
	<p>6.3 Knowledge of best-practice in learning and teaching is celebrated and transferred by recognising learning leaders.</p> <p>6.4 Online learning environments and resources will meet the University threshold requirements for online delivery.</p> <p>6.5 Ensure educational products meet or exceed the minimum standards required by Government and Industry.</p>
<p>7) Teaching at the University is valued, and characterised by a culture of collaboration, scholarship, and continual self-improvement, where employees are supported to reach their full potential as educators, scholars and/or researchers.</p>	<p>7.1 University teaching employees engage in scholarship to ensure they are at the forefront of knowledge in their discipline and in best practice teaching methods to support student learning.</p> <p>7.2 University supports personal and professional growth by providing opportunities for teaching employees to engage in learning and professional development.</p> <p>7.3 Schools and central learning and teaching units will establish processes and practices that embed a 'safe to fail' culture.</p> <p>7.4 Schools and central learning and teaching units will empower employees to be innovative pedagogical and technology-confident leaders who take decisive action to ensure their learning design strategies enhance the student experience.</p> <p>7.5 Employees will have access to user-friendly, real-time data systems that give them the agency to continually improve throughout their career.</p>
<p>8) University provides opportunity for success and recognition and celebrates the achievement of our employees and students.</p>	<p>8.1 Schools and central learning and teaching units will develop programs that recognise and reward good learning and teaching practice.</p> <p>8.2 The University will offer a suite of Learning and Teaching Awards for teaching excellence and contribution to the University community.</p> <p>8.3 Employees will be encouraged to seek external recognition of learning and teaching practice.</p> <p>8.4 The University will celebrate student and employee achievements.</p> <p>8.5 The University will develop programs that recognise student contribution to the University community and their own communities.</p>

Guiding Principle	Framework Statement
9) The University values innovation in learning design and develops customised high-quality learning resources to support employees and students.	<p>9.1 Employees will be provided with training opportunities and resources that introduce innovative learning and teaching pedagogies and good practice exemplars.</p> <p>9.2 Employees will be supported to implement innovative and interactive learning experiences into their curriculum and learning resources.</p> <p>9.3 Sustainable and responsive resourcing strategies will be used to design and deliver courses.</p> <p>9.4 The University will invest in, and support, its teaching employees to develop innovative teaching resources.</p>

4 RESPONSIBILITIES

Compliance, monitoring and review

- 4.1 The Director Learning Design and Innovation is responsible for implementing, monitoring, reviewing and ensuring compliance with this framework.

Reporting

- 4.2 No additional reporting is required.

Records management

- 4.3 Employees must manage records in accordance with the [Records Management Policy and Procedure](#). This includes retaining these records in a recognised University recordkeeping information system.
- 4.4 University records must be retained for the minimum periods specified in the relevant [Retention and Disposal Schedule](#). Before disposing of any records, approval must be sought from the Records and Privacy Team (email records@cqu.edu.au).

5 DEFINITIONS

- 5.1 Terms not defined in this document may be in the University [glossary](#).

6 RELATED LEGISLATION AND DOCUMENTS

[Assessment Policy and Procedure \(Higher Education Coursework\)](#)

[Awards Policy and Procedure](#)

[Credit for Prior Learning in Higher Education Policy and Procedure](#)

[Cross-Institutional Study Policy and Procedure](#)

[Disability Support Policy and Procedure \(Students\)](#)

[Evaluation of Teaching Policy and Procedure](#)

[Higher Education Qualifications Policy and Procedure](#)

[Non-Award Courses and Micro-credentials Policy and Procedure](#)

[Student Assessment Procedure \(VET\)](#)

[Work-Integrated Learning Policy and Procedure](#)

7 FEEDBACK

7.1 Feedback about this document can be emailed to policy@cqu.edu.au.

8 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Delegated Approval Authority	Education Strategy and Innovation Committee
Advisory Committee	N/A
Required Consultation	N/A
Administrator	Director Learning Design and Innovation
Next Review Date	17/06/2023

Approval and Amendment History	Details
Original Approval Authority and Date	Academic Board 14/07/2010
Amendment Authority and Date	Pro Vice-Chancellor (Learning and Teaching) 11/03/11; Academic Board 13/11/13; Approved Executive Committee of Academic Board 18 February 2014; Academic Board 28/05/2014; Academic Board 25/05/2016; Editorial Amendment 26/03/2020; Learning and Teaching Committee 17/06/2020; Director, Learning Design and Innovation 30/06/2020; Editorial amendment 11/12/2020; Editorial amendment 15/06/2022; Editorial amendment 14/03/2023; Editorial amendments 29/02/2024.
Notes	This document was formerly known as the Learning, Teaching and Assessment Framework Policy (26/03/2020).