

Learning and Teaching Framework

PURPOSE

This framework outlines the principles of learning and teaching used for CQUniversity courses, providing a coherent, evidence-informed set of guiding principles to support consistent, high-quality practice across disciplines, modes, and locations, including fully online, distance, flexible, and digitally mediated delivery.

SCOPE

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

THE FRAMEWORK

CQUniversity's teaching philosophy is grounded in the belief that learning is social, adaptive, and authentic, and that educators are learning architects who design environments where learners actively construct knowledge, develop agency, and apply their learning in meaningful, real-world contexts.

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

Guiding principle	Framework statement
Connected Learning is a connected and collaborative endeavour.	Learning connects learners to their educators and their peers: • Design collaborative learning activities that build community across modes and cohorts. • Use digital and GenAI-enabled tools to support co-creation and dialogue. • Actively engage in peer learning communities and respect diverse perspectives. • Use collaborative and group-based assessments that develop teamwork and ethical decision-making. • Incorporate a mix of opportunities to foster genuine belonging and reduce isolation risks. Connected by industry: • Partner with industry and community to support socially situated learning. Connected to Country and to place: • Embed First Nations perspectives through culturally respectful and co-designed learning. • Supporting students to learn in places in which they live and work.
Adaptive and inclusive Learning adapts to individual needs and contexts, that promotes lifelong learning.	Adaptive: • Use learning analytics and AI tools to ethically inform adaptive content delivery and feedback to support learner autonomy. • Design flexible learning pathways supporting diverse entry points, including short courses and micro-credentials and VET–HE transitions. • Provide timely, personalised feedback supported by educator judgement. Inclusive: • Embed wellbeing, accessibility, and Universal Design for Learning (UDL) principles. • Use inclusive and scaffolded assessment approaches.

Guiding principle	Framework statement
Reflective Reflective, scholarly, and collaborative practice enables innovative quality learning and teaching.	- Engage in scholarly and reflective evidence-informed teaching and curriculum design. - Use and provide feedback and data to reflect on and continuously improve learning and teaching. - Apply an appropriate teaching philosophy to educational practice. - Participate in professional learning focused on inclusive pedagogy, AI literacy, and assurance of learning. - Engage critically with learning experiences, communities of practice, and professional/industry networks. - Collaborate across disciplines and sectors to share innovation.
Evidence-based Employ evidence-based and ethical approaches to learning and teaching.	Evidence-informed teaching practice: - Learning and curriculum design is based on scholarship and educational research. - Engage with the best available evidence, including learning analytics and other data to inform teaching practices. Ethics: - Demonstrate academic integrity and ethical judgement in learning and teaching and educational research. - Use educational tools, information, and technologies ethically.
Engaged Designing learning experiences that cultivate collaboration, agency, and belonging.	- Support active and collaborative participation. - Create inclusive environments that value diversity. - Foster meaningful educator-learner dialogue, including constructive feedback. - Encourage curiosity, exploration, and intellectual risk-taking. - Connect learning with industry and authentic contexts. - Promote incremental feedback that builds confidence and persistence. - Advocate for learners and their success. - Ensure every student feels valued, supported, and empowered. - Design across modalities to maximise engagement and access.
Real-world Learning mirrors relevant, authentic challenges through work-integrated, industry-connected, and practice-based experiences.	- Co-design curricula and assessment with industry and community partners to improve employability. - Integrate industry placements, work-integrated learning, and authentic problem scenarios in learning experiences. - Apply disciplinary assessment tasks such as portfolios, case studies, simulations, and projects. - Align learning and assessment with professional standards and workplace practice.
Sustainable Strengthen sustainability locally and globally by designing quality and inclusive education.	Financial and educational sustainability: - Design high-quality reusable and adaptable learning resources and digital ecosystems to support quality assurance, regulatory integrity, and long-term sustainability. - Widen and strengthen educational pathways with accessible, inclusive, stackable, and flexible opportunities for learners. Environmental and social sustainability: - Integrate sustainability capabilities and ethical practice across programs to demonstrate social responsibility and community impact. - Ensure assessment meets regulatory, accreditation, and integrity standards.