LEARNING AND TEACHING FRAMEWORK

CONTENTS

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 higher education and vocational education and training (VET) courses.

3   POLICY STATEMENT

3.1   The nine guiding principles of learning and teaching at CQUniversity are:

Guiding Principle	Framework Statement
1) Learning at CQUniversity is a student-centred, transformative, engaging, and social endeavour that is: • 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.	1.1 Our courses will adopt an assessment-for-learning approach that engages students in authentic ways. 1.2 Indigenous ways of knowing and doing will be embedded within all CQUniversity courses. 1.3 Curriculum is informed and supported by industry, partners and community through engagement in Course Reference Committees and reviews of curriculum. 1.4 Social innovation as creative thinking and problem solving is embedded in all CQUniversity courses. 1.5 Expose all students to different cultures and provide them with the opportunity for international and regional study experiences. 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.

Guiding Principle	Framework Statement
	1.7 Scholarly activity and scholarship are embedded in employee teaching practice.
	1.8 All students will participate in authentic work-based learning experiences in all courses.
	1.9 Higher education and vocational teaching employees are supported to integrate peer-reviewed research into courseware.
2) CQUniversity 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.	All units will consider equivalence of delivery so that on-campus experience is aligned and complementary to online course material. 2.2 Employees will embrace inclusive design when preparing learning resources and experiences so that no student is disadvantaged.

3) As a dual-sector institution, CQUniversity enables access to, participation in, and pathways between different levels of education, and supports all students on their learning journey.	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.
	
	 3.2 VET will be integrated into Higher Education curriculum where opportunities exist to do so through:
	   • 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.
	
	 3.3 All courses will offer exit pathways as an option for students.
	
	 3.4 Strategies for innovative development and delivery of short courses or micro credentials will be implemented that responsive to student and industry needs.

4) CQUniversity students will feel safe and supported to explore new ideas in creative ways.	4.1 Assessment approaches will incorporate practices such as scaffolding, formative assessment, reflective practice, revision, and mentoring, to encourage creativity. 4.2 Students and teachers will have access to real-time and personalised feedback that supports student-centred learning and teaching.
5) CQUniversity draws on expertise from its alumni to engage, inspire, and support students as a broader learning community.	5.1 Alumni will be engaged at course and unit level as mentors, advisors, experts to support quality learning and teaching.
6) The quality of curriculum and graduates is underpinned by the CQUniversity's expertise, values, and governance structures and regulatory framework.	6.1 All teaching employees are appropriately qualified to teach at the required level. 6.2 All employees involved in governance are fully versed in legislative requirements and best-practice teaching methods.

Guiding Principle	Framework Statement
	6.3 Knowledge of best-practice in learning and teaching is celebrated and transferred by recognising learning leaders.
	6.4 All online learning environments and resources will meet the CQUniversity threshold requirements for online delivery.
	6.5 Ensure all educational products meet or exceed the minimum standards required by Government and Industry.
7) Teaching at CQUniversity 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.	7.1 All CQUniversity 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.
	7.2 CQUniversity supports personal and professional growth by providing opportunities for teaching staff to engage in learning and professional development.
	7.3 Schools and central learning and teaching units will establish processes and practices that embed a 'safe to fail' culture.
	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.
	7.5 Employees will have access to user-friendly, real-time data systems that give them the agency to continually improve throughout their career.
8) CQUniversity provides opportunity for success and recognition and celebrates the achievement of our employees and students.	8.1 Schools and central learning and teaching units will develop programs that recognise and reward good learning and teaching practice.
	8.2 CQUniversity will offer a suite of Learning and Teaching Awards for teaching excellence and contribution to the CQUniversity community.
	8.3 Employees will be encouraged to seek external recognition of learning and teaching practice.
	8.4 CQUniversity will celebrate student and employee achievements.
	8.5 CQUniversity will develop programs that recognise student contribution to the CQUniversity community and their own communities.

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

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 University Sector Retention and Disposal Schedule on the Queensland State Archives website. Before disposing of any records, approval must be sought through the Records Management Office (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 Action Plan 2016 - 2021

Disability Policy

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)

Student Welfare and Support Policy

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

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Administrator	Director, Learning Design and Innovation
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Notes	This document was formerly known as the Learning, Teaching and Assessment Framework Policy (26/03/2020).