

LEARNING, TEACHING AND ASSESSMENT FRAMEWORK POLICY



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1 PURPOSE

- 1.1 The framework and its eight principles will be used to inform policy, procedures, practice and professional development, taking an evidence-based approach at every stage, to address each principle in more detail.

2 SCOPE

- 2.1 The principles in this policy are to be applied in all aspects of learning, teaching and assessment across higher education courses at CQUniversity.

3 POLICY STATEMENT

Learning, teaching and assessment principles

- 3.1 The framework has eight major components, with a single principle for each, set out in sequence in the table below.

Component	Guiding principle
1) Course and unit development	Engaged design: engagement will underpin all aspects of curriculum design and development, informed by current developments, research and scholarship in the discipline.
2) Course and unit delivery	Engaging delivery: units and courses will engage and challenge students through active and collaborative learning activities.
3) Student support	Effective student support: the University will support all of its students, respecting diverse talents and ways of learning, and responding appropriately to create a sense of belonging and community.
4) Assessment and grading	Aligned and authentic assessment: assessment will be aligned with learning outcomes, providing students with the opportunity to demonstrate achievement in real world scenarios and professional contexts.
5) Feedback on assessment	Timely and useful feedback: assessments will be designed and administered to enable prompt feedback to be provided within a timeline that enables students to learn from the feedback provided.

Component	Guiding principle
6) Moderation of assessment	Effective moderation: moderation will assure the quality of (i) assessment tasks (ii) assessment criteria, and (iii) assessment outcomes, with valid and consistent judgement of student performance, in terms of standards of achievement.
7) Evaluation of learning and teaching	Evidence-based evaluation: the effectiveness of learning and teaching will be evaluated by an organised process of collecting feedback and reflecting on outcomes, to inform future actions.
8) Course and unit review	Enhancement-led review and reaccreditation: course and unit review and reaccreditation will be focused on enhancements that aim to improve the design and delivery of the curriculum in future offerings, informed by engagement with staff, students, employers and other stakeholders.

4 RESPONSIBILITIES

Compliance, monitoring and review

- 4.1 The Pro Vice-Chancellor (Learning and Teaching) is responsible for ensuring this policy complies with relevant legislation and University requirements, is implemented and monitored, and is reviewed to evaluate its continuing effectiveness.

Reporting

- 4.2 No additional reporting is required.

Records management

- 4.3 Staff must maintain all records relevant to administering this policy in a recognised University recordkeeping system.

5 DEFINITIONS

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

6 RELATED LEGISLATION AND DOCUMENTS

[All CQUniversity policies and procedures relevant to learning, teaching and assessment.](#)

[Central Queensland University Act 1998](#)

7 FEEDBACK

- 7.1 University staff and students may provide feedback about this document by emailing policy@cqu.edu.au.

8 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Advisory Committee to Approval Authority	Learning and Teaching Committee
Administrator	Pro Vice-Chancellor (Learning and Teaching)
Next Review Date	25/05/2019

Approval and Amendment History	Details
Original Approval Authority and Date	Academic Board 14/07/2010
Amendment Authority and Date	PVC (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.
Notes	This document replaces the Learning, Teaching and Assessment Framework Policy (dated 28/05/2014).