

# Learning and Teaching Policy

## Section 1 - Purpose / Objectives

(1) This policy provides a framework for learning and teaching across the University. It establishes general principles that are applied in more specific policies in areas relating to learning and teaching at the University. It reflects the values and strategic objectives of the University.

## Section 2 - Scope / Application

(2) This is an overarching policy for all related policies in the area of learning and teaching in the University. It applies to all members of the University community.

## Section 3 - Definitions

(3) Recognition of Prior Learning -the recognition of knowledge and skills currently held, regardless of how, when or where the learning occurred.

(4) Scholarship of learning and teaching - an evidence-based approach to improving student learning based on teacher inquiry into learning and teaching and the sharing the results of this inquiry within local, state, national and/or international communities of practice.

(5) Work integrated learning - learning activities that use the workplace as a site for learning (Work Integrated Learning Task Force, 2003).

## Section 4 - Policy Statement

### BACKGROUND

#### Underpinning principles

(6) The University is committed to:

a focus on learning	The purpose of teaching is to enable learning. A central focus of the University is therefore the provision of environments that promote high quality learning.
going beyond information and skills	The University will enhance the ability of its students to think critically, to apply their skills and knowledge, to behave ethically and to make informed decisions both as professionals and citizens.
promoting active learning	The University will provide learning and teaching activities that actively engage students in learning. These activities will involve both autonomous learning and collaborative learning.
a learner-centred approach	The University will enable access to education by a wide range of students. The learning and teaching activities offered will accommodate the diverse backgrounds and needs of its students.

providing learning pathways	The University will provide a wide range of programs that both enhance career opportunities and provide learning pathways to other programs. It will also help students to make learning choices that are appropriate to their career direction.
flexibility in its programs	The University will design and deliver its programs in a way that is responsive to the needs of its students.
recognising prior learning	The University acknowledges that all students bring relevant knowledge, skills, attitudes and beliefs to the learning environment. The University will formally recognise this prior learning where this is educationally appropriate. When not formally recognised, prior learning will be acknowledged and built on by teachers.
enhancing both employability and lifelong learning	The University has the dual responsibility of enhancing the employability of its students and developing their effectiveness as lifelong learners.
continuous improvement of learning and teaching	The University will ensure that learning and teaching are continuously improved using the quality cycle (Plan-Do-Review-Improve). This includes regular review of all courses involving consideration of feedback from all key stakeholders, both internal and external.
the scholarship of learning and teaching	The University will support teacher inquiry into learning and teaching and the sharing of the results of this inquiry with others in their communities of practice.

## Operational principles

(7) The University will ensure that:

its students are supported in their learning	The University will provide its students with: <ul style="list-style-type: none"> <li>a. guidance and support from first enquiry to graduation and beyond;</li> <li>b. quality learning resources;</li> <li>c. timely and helpful feedback on their learning;</li> <li>d. work-integrated learning;</li> <li>e. recognition of prior learning (RPL) and credit transfer arrangements; and</li> <li>f. assessment that is fair, transparent, consistent and aligned with stated learning outcomes.</li> </ul>
its courses and programs are of high quality	All courses will: <ul style="list-style-type: none"> <li>a. have a clear purpose;</li> <li>b. have clear statements of course aims;</li> <li>c. have equivalence across all sites and modes of delivery, see: Principles of Equivalence in Offshore Programs available on TLS website;</li> <li>d. focus on employment-related outcomes and/or career development;</li> <li>e. have a coherent program of subjects, modules or units that is consistent with its aims;</li> <li>f. have defined access and articulation pathways; and g. be subjected to regular formal review.</li> </ul>
its modules or units are effectively designed and delivered	All modules and units will: <ul style="list-style-type: none"> <li>a. have clear statements of learning outcomes;</li> <li>b. have learning activities that are designed to achieve those learning outcomes;</li> <li>c. have assessment activities that are aligned to the learning outcomes;</li> <li>d. be evaluated both informally and formally with the aim of continuous improvement of student learning;</li> <li>e. be subjected to regular formal review; and</li> <li>f. be taught by teachers with appropriate levels of knowledge and skill.</li> </ul>
its teachers are supported in their practice	The University will enhance the effectiveness of its teachers by: <ul style="list-style-type: none"> <li>a. providing and maintaining resources and facilities to support learning and teaching;</li> <li>b. developing the use of educational technologies to support learning and teaching;</li> <li>c. recognising and rewarding excellent teaching and teaching support;</li> <li>d. ensuring access to ongoing professional development for teachers; and</li> <li>e. encouraging the scholarship of learning and teaching.</li> </ul>

## Policy Statement

(8) Victoria University values learning and recognises that learning occurs in many settings, both formal and informal. The University facilitates learning for vocational, social and personal purposes in a wide range of disciplines at all levels. Victoria University provides quality programs for students from diverse social and cultural backgrounds in a wide variety of learning contexts. In all its activities, the University aspires to be a learning organisation in which all members, students and staff, are committed to their own learning and to that of others. Accordingly, the University is committed to the continuous improvement of its programs and services in order to serve its students and its communities more effectively.

## Section 5 - Procedures

(9) [Learning and Teaching Quality and Standards - Professional Development of Teaching Staff Procedure](#)

(10) [Learning and Teaching Quality and Standards - Equivalence of Professional Experience to Qualifications \(Staff\) Procedure](#)

(11) [Learning and Teaching Quality and Standards - Teacher Qualifications and Competency Procedure \(VET\)](#)

## Section 6 - Guidelines

(12) [Unit of Study Guide template](#)

(13) [Graduate Capabilities Guidelines](#)

## Status and Details

<b>Status</b>	Historic
<b>Effective Date</b>	15th September 2014
<b>Review Date</b>	1st December 2022
<b>Approval Authority</b>	Vice-Chancellor
<b>Approval Date</b>	15th September 2014
<b>Expiry Date</b>	20th December 2022
<b>Accountable Officer</b>	John Germov Senior Deputy Vice-Chancellor and Chief Academic Officer +613 99195077
<b>Responsible Officer</b>	Deborah Tyler Director, Academic Quality and Standards +613 9919 4310
<b>Enquiries Contact</b>	John Germov Senior Deputy Vice-Chancellor and Chief Academic Officer +613 99195077