

LEARNING AND TEACHING POLICY

DEFINITIONS

Terms in this document, for which definitions are not provided in the text or may not be self-evident or for which usage at ACC may differ to that in other higher education institutions are as follows:

Program: ACC TEQSA accredited courses of study.

Stream: A scientific or professional discipline or body of knowledge which forms an essential part of the degree program curriculum. streams at the ACC comprise one or more units of study.

Unit : An element of a Stream that has specified student learning outcomes and requires satisfactory performance in assessments that measure student performance regarding learning outcomes.

PURPOSE

The purpose of this policy is to:

- establish the principles that guide learning, teaching and assessment at the ACC;
- support the design and delivery of high-quality learning experiences that promote student success;
- provide a framework for the continuous improvement of learning and teaching across programs; and
- ensure alignment of learning and teaching practices with the ACC's academic governance, strategic priorities, and associated academic policies.

SCOPE

This policy applies to all programs, units, and learning and teaching activities of the ACC, and to all academic and professional staff involved in the design, delivery, support, quality assurance, and governance of learning and teaching.

PRINCIPLES

Learning, teaching and assessment at the ACC are guided by the following principles:

1. **Student-centred learning**
Learning and teaching are designed to support student engagement, progression and success.
2. **Whole-of-institution responsibility**
The quality of the student learning experience is a shared responsibility across the ACC.
3. **Equity, diversity and inclusion**
Learning and teaching recognise and support the diversity of students and promote equitable access and participation.
4. **Constructive alignment**
Programs and units are designed with clear learning outcomes, coherent curriculum structures, and appropriate assessment aligned with graduate capabilities and professional expectations.
5. **Academic integrity and standards**
The integrity of academic standards, assessment practices, and awarded qualifications is fundamental to the ACC.
6. **Scholarly and evidence-informed teaching**
Teaching practice is informed by scholarship, evidence, and disciplinary expertise and the ACC Learning and Teaching Philosophy.

7. Adaptive and innovative learning approaches

Learning and teaching approaches are responsive to evolving educational contexts, technologies, and learner needs.

8. Respectful and transparent communication

Learning environments are supported by open, timely and respectful communication, consistent with academic freedom.

9. Continuous improvement

Learning and teaching are enhanced through reflective practice, evaluation, and ongoing quality improvement.

POLICY STATEMENT

The ACC is committed to maintaining a high-quality learning and teaching environment that supports student learning, academic success, and achievement of program learning outcomes. Learning, teaching and assessment activities will be designed, delivered and reviewed in accordance with the principles set out in this policy and supported through the ACC's academic governance and quality assurance frameworks.

RESPONSIBILITIES

Academic Board

The Academic Board is responsible for oversight of learning and teaching quality, including monitoring the implementation and effectiveness of this policy within the ACC's academic governance framework.

Academic Dean

The Academic Dean is responsible for the implementation of this policy and for ensuring that learning and teaching practices, program design, and quality assurance processes align with the principles and requirements of this policy.

Academic and Professional Staff

Academic and professional staff involved in learning and teaching are responsible for applying this policy in the design, delivery, support, and review of programs and units.

IMPLEMENTATION AND MONITORING

This policy is implemented through associated academic policies, procedures, and quality assurance processes governing program design, delivery, review, and enhancement.

The effectiveness of this policy will be monitored through the ACC's academic governance and quality assurance processes, including program review, evaluation of learning and teaching, and institutional reporting to the Academic Board.

REVIEW

The *Learning and Teaching Policy* is reviewed every three years.

It is a policy of the ACC that any Policy or Procedure may be reviewed earlier as indicated by internal or external factors (including but not limited to such factors as changes in the guidelines of regulatory authorities, accreditation/registration requirements of the profession, or relevant legislation at state or federal level) as determined the Board of Directors and/or Academic Board.

RELATED DOCUMENTS

- Program Development, Approval and Review Procedures
- Assessment of Coursework Policies and Procedures
- Quality Assurance Framework
- Academic Freedom Policy
- Student Feedback Policy and Procedures.

VERSION CONTROL

Document: T001 Learning and Teaching Policy		
Responsible Officer: Academic Dean		
Initially Approved by: Academic Board		Date: 15 January 2018
Reviewed and approved by: Academic Board		Date: 12 May 2021
Reviewed and approved by: Academic Board		Date: 8 July 2026
Version: V4.0	Replaces Version(s): V3	Next Review: February 2029
HESF	1.4 Learning Outcomes and Assessment 2.2 Diversity and Equity 3.1 Course Design 3.2 Staffing	1.4 2.2.1 2.2.2 3.1 3.2
Nature of Change	March 2021: • Minor text and formatting edits, • Addition of definitions February 2023 • Clarify the link to the Program Development, Approval and Review Policy and Procedures • Clarify the commitment in relation to Aboriginal and Torres Strait Islander students • Refine the requirements for casual teaching staff • Include the Review and Related Documents sections • Include the HESF reference in the Version Control Table. July 2026 • Substantially revised the Policy to align with ACC's contemporary policy framework by replacing detailed operational requirements with high-level principles governing learning, teaching and assessment. • Introduced a concise set of principles emphasising student-centred learning, constructive alignment, scholarly and evidence-informed teaching, academic integrity, continuous improvement, equity and inclusion, and adaptive learning approaches. • Clarified governance and organisational responsibilities for learning and teaching quality, implementation, monitoring and continuous improvement across the College. • Removed detailed operational strategies, performance measures and implementation requirements, which are now addressed through associated procedures and quality assurance processes. • Updated related document references to reflect the current academic policy framework.	