

# Learning and Teaching Policy

## Section 1 - Purpose and Context

(1) Western Sydney University is committed to a student-centred approach through learning experiences characterised by innovation and co-created in embedded settings with students, industry and community partners to provide the highest likelihood of student academic success and aligned with the University's [Sustaining Success Strategic Plan 2021-2026](#).

(2) The University is committed to continuous quality improvement, and excellence and innovation in teaching practice, so that on completion, students will satisfy the requirements and specified learning outcomes consistent with their award classification level, regardless of place or mode of study.

(3) It is recognised that for students to have an engaged learning experience at the University and achieve the learning outcomes of their programs, there is a collective responsibility of University management, staff and students.

(4) This Policy provides the principles and fundamental responsibilities of maintaining appropriate standards within coursework learning and teaching environments at the University. These principles align with the University values of Boldness, Fairness, Integrity, and Excellence.

(5) This Policy should be read in conjunction with the [Assessment Policy](#); [Charter of Academic Freedom](#); [Code of Conduct](#); [Curriculum Publication Procedures](#); [Examinations Policy](#); [Health Safety and Wellbeing Policy](#); [Privacy Policy](#); [Privacy Management Plan](#); [Progression Policy](#); [Student Misconduct Rule](#); [Support for Students Policy](#) and [Student Code of Conduct](#).

## Section 2 - Definitions

(6) Definitions that apply can be found in the [Policy DDS Glossary](#).

## Section 3 - Policy Statement

(7) The University supports quality teaching at the University by:

- a. adhering to the [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- b. ensuring teaching staff have qualifications in the relevant discipline at least one level higher than is awarded for the program of study, or evidenced equivalent relevant experience or expertise
- c. ensuring teaching staff who do not yet fully meet the standard for knowledge, skill, qualification, or experience required for teaching or supervision are guided and overseen by staff who meet the standard
- d. ensuring there is a commitment to University wide support for the scholarship of Learning and Teaching
- e. ensuring that approved educational programs are adequately supported in terms of physical, financial, technical and human resources
- f. ensuring staff with teaching responsibilities are aware of the University's legislative obligations and uphold relevant University policies, procedures and the [Code of Conduct](#)

- g. ensuring effective professional development is available to support teaching staff in providing innovative teaching practices including assessment design, consistent with the level of study and expected learning outcomes
- h. ensuring effective professional development and resources are available to support staff in designing curriculum and assessment in multiple teaching environments that reinforces academic integrity
- i. ensuring casual and new teaching staff are aware of their responsibilities regarding their teaching at the University and provided with the opportunity for relevant professional development
- j. monitoring teaching staff to student ratios to support staff in facilitating student engagement and providing feedback in the classroom ensuring large student cohorts have an equitable experience
- k. surveying students for feedback on subjects and teaching and using feedback to inform institutional monitoring, review, and enhancement to mitigate future risk to education quality
- l. monitoring requirements for teaching across multiple campuses ensuring an equitable student experience
- m. ensuring teaching expectations are in line with the relevant Staff Agreements including the required academic level and duties of Subject Coordinators and Directors of Programs
- n. striving to provide high quality agile systems and resources to support all staff in their teaching
- o. providing a clear process and services to assist in the resolution of student grievances and complaints regarding learning and teaching at the University.

(8) In carrying out their teaching role staff are required to:

- a. have qualifications in a relevant discipline at least one level higher than is awarded for the program of study, or evidenced equivalent relevant experience or expertise
- b. have a sound understanding of current and emerging concepts and/or professional practice in the discipline they teach, informed by continuing scholarship, research findings or advances in practice
- c. teach and assess the curriculum (Programs and Subjects) as approved by Academic Senate
- d. engage with the University's learning management systems in ways that support student achievement and optimize their capability for success
- e. choose teaching methods, learning resources and assessments appropriate to the mode of delivery, subject matter, and the student cohort considering barriers such as cost, technology requirements, special needs, accessibility and study location
- f. demonstrate academic integrity in the design and delivery of their teaching to promote academic integrity
- g. report instances of student misconduct in line with the [Student Misconduct Rule](#)
- h. embed current pedagogical and/or adult learning principles in ways that support students' learning and achievement in a higher education environment
- i. monitor students' subject matter understanding throughout their learning and adapt teaching methods and/or materials accordingly
- j. provide students with information about access to academic support or other types of support such as mental health and/or counselling support throughout their studies (refer to the [Curriculum Advice to Students Procedures](#), [Support for Students Policy](#))
- k. provide students with comprehensive and helpful assessment feedback
- l. clearly communicate their availability to provide academic advice
- m. engage in the evaluation of their teaching and communicate how they action students' feedback
- n. be familiar and comply with related policies such as the [Assessment Policy](#), [Code of Conduct](#), [Copyright Policy](#), [Enrolment Policy](#), [Examinations Policy](#), [Privacy Policy](#), [Timetabling Policy](#) and their associated procedures
- o. adhere to the requirements outlined in student Academic Reasonable Adjustment Plans when teaching students with a disability and seek advice/support from the School Disability Coordinator as appropriate (refer [Disability Service Web Page](#))

- p. wherever possible, consult, assist and refer students who are identified as at risk of not succeeding in their studies to the appropriate University services (refer [Curriculum Advice to Students Procedures](#))
- q. abide by all Work Health and Safety Policies, procedures and regulations with regard to educational facilities including reporting any damaged/non-functioning equipment or facilities or other conditions that may threaten the safety of the students or other staff.

(9) In ensuring continuous improvement and striving for excellence in their teaching role staff should:

- a. include critical evaluation, including student feedback on teaching, as a basis for assessing their effective practice
- b. engage critically and as appropriate with new digital and other technologies to achieve learning objectives and outcomes
- c. seek peer review of their teaching for quality assurance and enhancement
- d. seek assistance in addressing areas identified for improvement
- e. be generous in sharing their teaching resources and knowledge
- f. enhance teaching practice through continuing professional development
- g. collaborate with others regarding teaching to enhance the student experience at this University
- h. seek and use scholarship, research or other evidence-informed approaches to improve their contemporary learning, teaching and assessment practices relevant to their discipline
- i. recognise and respond to the wider context in which higher education operates.

(10) The [Student Code of Conduct](#) provides a clear statement of expectations related to student conduct in academic work and inter-personal relationships when at University.

(11) Students are expected to meet the ethical standards of studying with integrity (refer Study With Integrity resources).

## Section 4 - Procedures

(12) [Curriculum Advice to Students Procedures](#).

## Section 5 - Guidelines

(13) Guide for Teaching - under development to provide the processes and links to supporting guidelines and web-based resources.

(14) [Learning Futures, Teaching Support web page](#).

## Status and Details

<b>Status</b>	Current
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## Glossary Terms and Definitions

**"Program"** - A program of study consisting of at least four subjects or 40 credit points leading to an award of the University (Foundation Studies Program, Undergraduate Preparation Program, Diploma, Advanced Diploma, Undergraduate Certificate, Associate Degree, Bachelor Degree, Bachelor Honours Degree, Graduate Certificate, Postgraduate Certificate, Graduate Diploma, Postgraduate Diploma and Masters by Coursework Degree) which when successfully completed is conferred on the graduand by the Board of Trustees.

**"Subject"** - The subject of study in a program in which a student enrolls.