

## Policies and Procedures

---

### Learning and Teaching Policy

**Policy Number:** 1.6.2.17  
**Responsible Officer:** Deputy Vice-Chancellor & Vice-President Education  
**Policy Editor/Contact:** Deputy Heads of School (Learning, Teaching and Quality)  
**Approving Authority:** The Senate  
**Effective date:** 10 September 2024  
**Date approved:** 10 September 2024  
**Review date:** 10 September 2027

#### 1 Purpose

To articulate the University's Strategic Plan commitment to learning and teaching which will deliver relevant and high-quality flexible programmes that contribute towards inculcating and developing the skills, knowledge, competencies and attributes articulated for all its graduates, as future drivers of building knowledge societies and economies (aligned with current USP Strategic Plan).

#### 2 Objective

To identify how this commitment will be implemented and supported ensuring quality, inclusiveness and equity in all modes of delivery and on all campuses.

#### 3 Policy

The University aims to provide quality higher education that places the University as a Regional Exemplar in tertiary education and assisting national institutions where needed and appropriate.

The University's continued commitment to deliver relevant and high-quality flexible programmes will be implemented through its Learning and Teaching, Student Support and Scholarship and Creative Activity.

#### 3.1 Learning and Teaching

Learning and teaching will be achieved through:

- (i) The design of courses and programmes that are research informed, model internationally-recognised best practice in teaching and are informed by the scholarship of teaching;
- (ii) Programmes that restore technology enhanced pedagogies, are content and level appropriate, responsive to the diverse backgrounds of students in the Pacific Region and which prepare students for effective and critical participation in the workforce and their communities;
- (iii) Ongoing programme review and revision of qualifications are measured by educational performance indicators and based upon external review including input from students, internal and external disciplinary experts and appropriate national and international accrediting bodies and stakeholders;
- (iv) Incorporation of graduate attributes, recognition of prior learning, entrepreneurship training, internships, field placements and industry projects into the curriculum and reflected in the curricula, programmes, policies, and academic advising;
- (v) Quality assurance of learning resources such as course descriptions, course outlines

(including the alignment of assessment, course learning outcomes, learning activities, institutional and programme graduate outcomes) and online learning environments and any other materials formally made available as part of course requirements;

- (vi) Assurances of appropriate staff and student support necessary to meet the requirements of the learning and teaching process across all campuses and centres and irrespective of the degree of flexibility allowed;
- (vii) Ensuring staff uptake of professional development offerings at comparable universities, school and institutional level and promoting continuous improvement of learning and teaching;
- (viii) Establishing an academic-based institutional culture that promotes discussion around teaching and learning and sharing of good practice;
- (ix) Providing a range of institutional incentives to encourage and reward teaching that is innovative, reflective and informed by the scholarship of teaching;
- (x) Providing professional and teaching support for staff development in the preparation, delivery and ongoing revision and accreditation of qualifications, programmes and courses;
- (xi) Developing facilities and services to be provided for delivery of programmes and courses including ICT, production, printing and learning spaces.

### **3.2 Student Support**

Student support will be achieved through:

- (i) A learner-centred approach that is focused on the student learning experience and meeting student needs through first year student experience programmes, and student academic and Campus Life mentoring programmes across all campuses and centres;
- (ii) Developing ICT oriented student support systems within the Online Student Support Services Framework;
- (iii) Access to appropriate academic advice and student learning support, counselling and pastoral care available to students regardless of mode or campus of study.

### **3.3 Scholarship and Creative Activities**

Scholarship and creative activities will be achieved through:

- (i) Evaluating staff teaching performance based on the standards as set out in the University's Quality of Teaching and Quality of Research Policies;
- (ii) Enabling a culturally safe learning and teaching environment of academic freedom.

## **4 Application**

This policy applies University-wide to its staff and students.

## **5 Related documents**

Documents referred to in the development of the policy:

- Statutes of the University
- The University of the South Pacific Strategic Plan.
- WSCUC: WASC Senior College and University Commission, Standards at a Glance

- Quality of Teaching Policy
- Quality of Research Policy
- Learning and Teaching Policy 2017
- Academic Advice Framework for Schools
- Disability Inclusiveness Policy 2013
- Flexible Learning Policy 2017
- Code of Professional Conduct for Academic Staff (Academic Freedom)
- Academic Approval Framework
- Regulations Governing Academic Misconduct
- Assessment and Associated Regulations
- Policy and Procedures for the External Review of Academic programmes