TEACHING AND LEARNING POLICY

Section	Academic
Contact	Academic Strategy Manager
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Purpose

The purpose of the Teaching and Learning Policy is to articulate the University's commitment to teaching and learning and to identify how this commitment is supported.

Policy

The University aims to provide higher education of a quality and kind that will enhance the capabilities, potential and intellectual independence of its students, on a life-long basis.

The University's continued commitment to respect, preserve and enhance knowledge through teaching and learning will be demonstrated through:

a) Integrity and quality in the delivery of teaching, research supervision and assessment of student learning outcomes comprising the graduate profile.
b) The award of qualifications that are research-led, accessible and consistent with requirements for a university education within a bicultural context with multicultural student populations from diverse backgrounds.
c) Ongoing review and revision of qualifications and their delivery based upon peer review and including input from students, internal and external disciplinary experts, and appropriate national and international accrediting bodies; and
d) Assurances of appropriate staff and student supports necessary to meet the requirements of the teaching and learning process irrespective of mode or location of tuition and study.

And supported by:

i. Academic staff who are committed to delivering quality programmes and support staff who provide the services necessary for academic success and retention.
ii. Qualifications at undergraduate and postgraduate degree level that reflect the interdependence of research and teaching, and that are taught mainly by persons engaged in research, as defined by national benchmarks and international standards of research expectations appropriate for a university.
iii. Quality assurance of study resources such as paper descriptions, paper guides and online learning environments, and any other materials formally made available as part of tuition and course requirements.
iv. Published standards of equivalence across papers within a multi-modal and multi-campus university.
v. Professional and teaching support provided to staff in the preparation, delivery and ongoing revision and quality assurance of qualifications, courses, and materials.
vi. Access to appropriate pastoral care, academic advice, and student learning support available to students regardless of mode or locus of study.

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vii. Infrastructural facilities and services to be provided for delivery of tuition internally or by distance including IT, production, printery and learning spaces.
viii. An environment where there is academic freedom[1].

Audience:

All staff, students and members of the wider university community and students.

Relevant Legislation:

Education and Training Act 2020

Legal Compliance

Education and Training Act 2020: Part 4 (sub-part 3),

- Section 267
  "(1) It is the intention of Parliament in enacting the provisions of this Act relating to universities and wānanga that academic freedom and the autonomy of those institutions are preserved and enhanced.
  (2) In exercising their academic freedom and autonomy, institutions must act in a manner that is consistent with—
  (a) the need for institutions to maintain the highest ethical standards and the need to permit public scrutiny to ensure the maintenance of those standards; and
  (b) the need for institutions to be accountable and make proper use of resources allocated to them.
  (3) In performing their functions, the councils and chief executives of institutions, Ministers, and authorities and agencies of the Crown must act in all respects so as to give effect to the intention of Parliament as expressed in this section.
  *(4) In this section, **academic freedom**, in relation to an institution, means—*
  (a) the freedom of academic staff and students, within the law, to question and test received wisdom, to put forward new ideas, and to state controversial or unpopular opinions:
  (b) the freedom of academic staff and students to engage in research:
  (c) the freedom of the institution and its staff to regulate the subject matter of courses taught at the institution:
  (d) the freedom of the institution and its staff to teach and assess students in the manner that they consider best promotes learning:
  (e) the freedom of the institution through its chief executive to appoint its own staff.
  (5) This section does not apply to Te Pūkenga—New Zealand Institute of Skills and Technology (for which section 318 provides)."

- Section 268(2)(d) Establishment of Institutions on characteristics of universities the Minister must take into account.
  "(d) take into account—
  (i) that universities have all the following characteristics and other institutions have 1 or more of them:

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(A) they are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence:
(B) their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge:
(C) they meet international standards of research and teaching:
(D) they are a repository of knowledge and expertise:
(E) they accept a role as critic and conscience of society; and

(ii) that—

(A) a university is characterised by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates, and assists the application of knowledge, develops intellectual independence, and promotes community learning."

Consumer Guarantees Act 1993

- (Section 29): "Subject to section 41, where services are supplied to a consumer there is a guarantee that the service, and any product resulting from the service, will be—
  (a) reasonably fit for any particular purpose; and
  (b) of such a nature and quality that it can reasonably be expected to achieve any particular result, — that the consumer makes known to the supplier, before or at the time of the making of the contract for the supply of the service, as the particular purpose for which the service is required or the result that the consumer desires to achieve, as the case may be, except where the circumstances show that—
  (c) the consumer does not rely on the supplier's skill or judgment; or
  (d) it is unreasonable for the consumer to rely on the supplier's skill or judgment."

Related Procedures/Documents:

Assessment Strategy, Principles and Guidelines
Digital Plus Policy
Equity of Access to Educational Opportunities Policy
Intellectual Property Policy
Equivalence Policy
Graduating Year Review Procedures
Massey University Qualifications Policy
Massey University Qualifications Framework
Policy on Student Engagement in the Assurance and Enhancement of Teaching and Learning
Policy Relating to Paper Information and Study Resources
Qualification Review Policy
Qualification Review Procedures
Teaching and Learning Framework
Peer Review Framework
Massey University Research Plan 2024-2027
Micro Credentials and Short Courses Policy
No and Low Enrolments Policy
No and Low Enrolments Procedures
Paerangi Learning and Teaching Plan 2023-2027

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