

TEACHING AND LEARNING POLICY

Section	Academic
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Last Review	May 2013
Next Review	May 2016
Approval	AB13/73 – July: 3.2.1

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;

- 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 freedom¹.

Audience:

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

Relevant Legislation:

None

Legal Compliance

Education Act 1989: Part 14, Section 161 Academic Freedom; Section 162 Establishment of Institutions 4a (i-v) and b(iii) on characteristics of universities.

Consumer Guarantees Act 1993: Qualifications provided by the University must be of the nature and quality generally expected of similar qualifications, and prepare students for relevant careers where the student makes their intention known (s29).

Related Procedures/Documents:

[Assessment Strategy, Principles and Guidelines](#)
[Equity of Access to Educational Opportunities Policy](#)
[Intellectual Property Policy](#)
[Equivalence Policy](#)
[Graduating Year Review Procedures](#)
[Massey University Qualifications Policy and Framework](#)

¹ As per Section 161 of the Education Act (1989) on Academic Freedom:

- (1) It is declared to be the intention of Parliament in enacting the provisions of this Act relating to institutions that academic freedom and the autonomy of institutions are to be preserved and enhanced.
- (2) For the purposes of 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 they consider best promotes learning;
 - e) the freedom of the institution through its chief executive to appoint its own staff.
- (3) In exercising their academic freedom and autonomy, institutions shall act in a manner that is consistent with—
 - a) the need for the maintenance by institutions of the highest ethical standards and the need to permit public scrutiny to ensure the maintenance of those standards; and
 - b) the need for accountability by institutions and the proper use by institutions of resources allocated to them.
- (4) In the performance of their functions the Councils and chief executives of institutions, Ministers, and authorities and agencies of the Crown shall act in all respects so as to give effect to the intention of Parliament as expressed in this section.

Section 161: added, on 23 July 1990, by section 36 of the Education Amendment Act 1990 (1990 No 60).

Policy on Student Engagement at Massey University
Policy Relating to Paper Information and Study Resources
Qualification Review Policy and Procedures
Teaching and Learning Framework
Peer Review Framework
University Research Strategy

Document Management Control:

Prepared by: Academic Strategy Manager
Authorised by: AVC Academic & International
Approval: AB13/73 – July: 3.2.1
Date Issued: 16 February 2005
Last review: May 2013
Next Review: May 2016