

Learning, Teaching and Student Success Policy Statement

Reviewed: August 2026



LEARNING, TEACHING AND STUDENT SUCCESS POLICY STATEMENT

Aim

This Policy Statement sets out the University's approach to supporting all students to succeed and delivering excellence in learning and teaching aligned with our Strategy 2030 goals of maximising our students' success, creating and applying new knowledge, and growing our global impact.

This Policy Statement sets out how we release the Strategy 2030 Values of Integrity, Respect, Inclusivity and Accountability in day-to-day decision-making, actions, and standards across our learning and teaching ecosystem and community.

The broad principles and values-in-action underpin the Policy Statement, and these should be read along with the related guidelines, procedures and codes referred to below.

Scope

This Policy Statement applies to all students (undergraduate, postgraduate taught and postgraduate research) and to professional and academic staff.

Principles

Excellent learning and teaching and student success is an institution-wide commitment through:

- embedded student-staff partnership approaches;
- a student focused learning and teaching infrastructure with contemporary and innovative pedagogies and technologies, for authentic, engaging, and active learning and assessment and effective student administration systems and processes;
- a curriculum architecture empowering world-ready graduates with academic, personal and professional attributes and skills;
- innovative curriculum including workplace, interdisciplinary and professionally oriented programmes;
- partnerships and collaborations between learning and teaching, research and innovation, and industry and employers;
- early intervention and proactive support utilising information, advice and guidance focused on student success;
- an inclusive and international education which values diversity; and
- an embedded quality culture with collective responsibility for continuous review and enhancement.

We deliver this aligned with our University values-in-action including:

Integrity

- Clearly outlined responsibilities, expectations for conduct, and alignment with the values of academic integrity including 'honesty, trust, fairness, respect, responsibility and courage' (ICAI, 2021).
- Consistent application and adherence to transparent policy, procedures and codes.
- Fair, evidence-informed and unbiased approaches and decision-making.

- Transparent reporting and, where relevant, right to and processes for appeal.
- Commitment to truthfulness and clarity in communication, ensuring that information shared is accurate, complete and not misleading.
- Holding ourselves accountable for decisions and actions, including acknowledging and correcting errors promptly and openly.
- Ensuring that any identified risks, challenges or conflicts of interest are declared, recorded and appropriately managed to maintain trust.

Respect

- Treating all with dignity and respect, throughout daily decision-making and behaviours.
- Recognition of the roles, responsibilities, and needs of a diverse University community and its stakeholders.
- Supporting all to succeed at work and study, including mitigations and approaches to addressing breaches of requirements and expectations.
- Actively listening to and valuing diverse perspectives, ensuring all voices particularly those less represented are meaningfully considered.
- Promoting an environment where people feel safe, heard and able to contribute without fear of judgement or disadvantage.

Inclusivity

- Equity and belonging centred through policies and procedures, curriculum and support ensuring diverse voices are heard and empowered.
- Accessible, equitable and culturally responsive curricula.
- Inclusion focused design, with regular review and enhancement informed by feedback from the University community.
- Communicating in plain English, with up-to-date and relevant information.
- Actively removing structural or procedural barriers to participation, ensuring that policies and processes do not inadvertently disadvantage any group.
- Recognising and valuing diversity of background, identity, learning needs and lived experience, and embedding this understanding into design and decision-making.
- Creating an environment where individuals feel they belong, can contribute meaningfully, and see their perspectives represented.

Accountability

- Transparent processes, decision-making, and reporting with recognised roles and responsibilities.
- Commitment to deadlines and timely information sharing.
- Regular and ongoing evidence-informed monitoring, reflection, evaluation and enhancement.
- Taking ownership for actions, decisions and outcomes, including acknowledging errors and taking steps to remediate them.
- Making decisions that can be clearly justified, documented and explained to stakeholders.

Responsibilities

The endorsement and upholding of the principles of this Policy Statement are primarily the responsibility of Senate. The Pro Vice-Chancellor (Learning, Teaching and Student Success) is the Executive Lead for the activities within the University which fall under this Policy Statement.

Approval

This Policy Statement was updated in March 2026 and approved at Senate on 10 June 2026.

Monitoring and Review

This Policy Statement is reviewed annually and reflects on changes in legislation, standards or sector good practice or where a reorganisation changes ownership, responsibility or accountability. All related Guidelines, Procedures and Protocols are reviewed annually in line with the University's Annual Compliance Monitoring Statement.

Equality Impact Assessment

A full Equality Impact Assessment was carried out on 18 May 2026.

Guidance, Procedures, and Codes

Admissions Procedure
Recognition of Prior Learning (RPL) Handbook
Student Carers Statement

Student Code of Conduct and Procedures for Student Discipline
Student Partnership Agreement
Student Attendance and Engagement Procedure

Academic Integrity and Generative AI Guidance for Staff*
Academic Integrity and Generative AI Guidance for Students*
Copyright and Licensing – Guidance for Students and Staff
Learning & Teaching Staff Development Procedure
Referencing Statement
Workbased Learning Procedure

Guidance for Students with Parental Responsibilities
Procedure for completing an Extenuating Circumstances Submission
Student guide to making an Extenuating Circumstances Submission*
Authorised Interruption of Study

*New additions to be developed for academic session 2026/27