

Learning Policy

Document Name:	Learning Policy
Document Reference:	PO4
Document Version:	3
Responsible Officer:	Chief Learning Officer
Functional Owner:	Heads of Portfolio
QAS Owner:	Manager, Academic Governance
Date Approved by EMT:	Version 1 Approved 21 January 2013
Date Approved by GM:	Version 1 Approved 21 January 2013
Endorsed by Advisory Board:	Version 1 Approved 29 January 2013
Date Effective:	1 February 2013
Next Review Date:	1 February 2016
Version:	Version 2: Minor terminology changes in accordance with the outcomes of the annual policy review (Feb-14). Version 2 did not require ETAB approval. Version 3: Minor changes to reflect new organisational design and Standards for RTOs. Version 3 did not require ETAB approval.

Scope:	Course Type:	All
	RTOs:	Open Colleges Pty Ltd Integrated Care and Management Training Pty Ltd College of Fashion Design Pty Ltd
	Partner RTOs:	Yes

Communication:

All Policies, Procedures, Forms and Guidelines are loaded into the Quality Management System (QMS) in Firefly. This will automatically update documents in OCTiVE and OpenSpace. Updates are communicated to staff through Firefly Chatter, Trainers and Assessors through OCTiVE News and students through the Student Lounge in OpenSpace.

1. Scope

This policy outlines Open Colleges' approach to supporting effective learning by Open Colleges' students. This policy should be read in conjunction with the Recruitment, Admissions and Enrolment Policy (PO1), New Course Design and Development Policy (PO2), Course Management Policy (PO3), Assessment Policy (PO5) and Reasonable Adjustment Policy (PO9) and their related procedures, guidelines and forms.

2. Definitions

Please refer to the Glossary of Terms for all defined terms in this Policy. In this Policy, and its related procedures, guidelines and forms:

- **Academic Support** refers to specific support provided by Trainers and/or Assessors and Portfolio staff to learners in respect of the content, learning activities and assessments.
- **Learning Support** refers to the provision of a learner induction and orientation to OpenSpace and general learning support – such as language, literacy and numeracy as well as general study skills. Learning Support also includes the provision of proactive 'reactivation' services and identifying learners 'at risk' of non-progression.
- **Student Administrative Support** refers to the provision of administrative support for students, such as changing address details, specific OpenSpace support requirements or following-up on assessments.
- **Work Placement Support** refers to the provision of advice, resources and service to students undertaking a Work Placement.

3. Policy

Learning Principles

Opening Opportunities, Open Colleges' three-year strategic plan identifies nine key Learning Principles that underpin the design, development and delivery of courses at Open Colleges.

Our Learning Principles are:

- **Relevant and contemporary:** Our learners demand engaging learning materials and assessments that reflect contemporary theory, knowledge and practice in their chosen field or discipline.
- **Skills to succeed:** Our learners want more than just a piece of paper. They are seeking the skills and recognition that will help them to launch, accelerate or change their career.
- **Flexible delivery:** Our learners are autonomous and self-directed. As such, we believe it is essential that our learners have access to a range of delivery options—from traditional distance learning to more interactive online experiences. We believe that courses should be self-paced to cater to the individual circumstances of each learner.
- **Facilitating learning:** In contrast to traditional education and training providers that rely on 'one-directional' teaching, we believe that our Trainers and/or Assessors and learning materials need to draw on the life experiences of learners to effectively convey knowledge and build skills. We

believe in facilitated learning.

- **Learning networks:** We believe it is essential to provide opportunities for our learners to create virtual communities of learning to maximise peer learning and build social networks that will assist them in their careers.
- **Supported:** We believe that learners should have access to a range of synchronous and asynchronous academic support services, including online self-help, online peer and Trainer and/or Assessor support and telephone support from dedicated and experienced learning specialists.
- **Accessible:** We believe that our courses need to cater to all adult learners. We understand that a large proportion of our learners may have no prior experience in post-secondary education. In this context, to deliver successful graduate outcomes, our courses will integrate core study skills, including language, literacy and numeracy skills.
- **Experiential learning:** We believe that providing learners with the opportunity to demonstrate or apply their knowledge and skills is core to learner engagement, retention and success. We achieve this through work-integrated learning, project-based learning and the use of real case studies.
- **Assessment for learning:** We believe that assessment should form an important part of the learning experience. We recognise the critical importance of providing well-designed and integrated assessments and timely and constructive feedback to assessments. We are committed to using online learning technologies to enhance assessment.

Supporting Learning

Open Colleges supports learning by:

- Ensuring learners are enrolled into appropriate courses;
- Designing courses that meet the needs of Open Colleges' learners;
- Developing learning materials that are engaging, contemporary and relevant;
- Developing assessments that are integrated into the learning experience;
- Engaging expert and experienced Trainers and/or Assessors;
- Providing constructive and timely feedback to learners;
- Providing specialist Portfolio leadership and support resources;
- Providing access to Academic Support services;
- Providing access to comprehensive Learning Support resources and services;
- Providing access to professional and timely Student Administration Support services;
- Providing access to Work Placement Support resources and services;
- Providing access to peer-support networks; and
- Providing an intuitive online learning platform.

4. Procedures & Forms

The following policies, and their related procedures, give effect to the Learning Policy:

- Recruitment, Admissions and Enrolment Policy (PO1)
- New Course Design and Development Policy (PO2)
- Course Management Policy (PO3)
- Assessment Policy (PO5)
- Reasonable Adjustment Policy (PO9)

In addition, the following Procedures, Forms and Guidelines give effect to this Policy:

	Location		
	OpenSpace	Website	QMS
Policies			
PO15.1 Privacy Policy	X	X	X
Procedures			
PR4.1 Academic Support Procedures	X	-	X
PR4.2 Learning Support Procedures	X	-	X
PR4.3 Peer Support Procedures	X	-	X
PR4.4 Work Placement Support Procedures	X	-	X
PR4.5 Student Administration Support Procedures	X	-	X
PR4.6 Special Consideration Procedure	X	X	X
PR5.4 Student Code of Conduct Procedure	X	X	X
Forms			
FR4.1 Academic Referral Form	X	-	X
FR4.2 Learning Support Referral Form	X	-	X
FR4.3 Work Placement Support Referral Form	X	-	X
FR4.4 Student Administration Escalation Form	X	-	X
FR4.16 Special Consideration Form	X	X	X

5. Quality and Continuous Improvement

This Policy, and its related Procedures, Forms and Guidelines, are subject to systematic annual review by the date noted on Page 1. In addition, this Policy may be reviewed at any time based on feedback from:

- Quality and Continuous Improvement Committee
- Education and Training Advisory Board

6. Related Legislation & Guidelines

- [Standards for Registered Training Organisations 2015](#)

How can we improve this document?

If you can identify opportunities for us to improve this document, please email improvements@opencolleges.edu.au. This request will automatically be logged on our Continuous Improvement Register. Please include the document reference number in your email and specific details about how we can improve the document.