



Approach to Pedagogy Policy

Effective Date: 2026.03.16

Last Reviewed: 2025.10.01

Version: v1.1 2026.03.16

1. Purpose

The purpose of this policy is to outline the approach to education at Alphacrucis University College (AC).

2. Scope

This policy applies to the whole of AC.

3. Definitions

For the purpose of this policy, the following definitions apply:

- 3.1. **AQF (Australian Qualifications Framework):** The national policy that regulates qualifications in Australian education and training, specifying standards for learning outcomes and volume of learning at each qualification level.
- 3.2. **Christian Worldview:** An approach to understanding and engaging with knowledge and society grounded in Christian theology, ethics, and values, integrated into AC's learning and teaching philosophy.
- 3.3. **Flexible Learning:** Learning that gives students choice in the pace, place, and mode of study, including online, face-to-face, blended, and intensive delivery formats.
- 3.4. **Graduate Attributes:** The qualities, skills, and understandings that students are expected to develop through their studies at AC, reflecting the institution's mission, values, and educational philosophy.
- 3.5. **Pedagogy:** Refers to the method and practice of teaching, including the principles, strategies and approaches used by educators to facilitate student learning and engagement. It encompasses both theoretical and practical dimensions of learning design and delivery.

4. Policy Statement

4.1. Approach to Pedagogy Principles

- 4.1.1. Students choosing AC can expect that their learning experience will not simply be an accumulation of facts. AC aims to foster in students a Christian worldview, spiritual formation, critical and creative thinking, and the ability to engage with alternate perspectives and contemporary social issues. The values of AC, expressed as Graduate Attributes thus imply the following outcomes in terms of approaches to teaching:
 - a. That program design will incorporate approaches which encourage free intellectual inquiry, as well as the systematic development and advancement of a student's knowledge;
 - b. That program design will incorporate key approaches to knowledge, skills and values so as to both comply with Australian Qualifications Framework (AQF) requirements, and to further the Graduate Attributes of AC;
 - c. That Christian worldview will form part of each program (though not necessarily each unit) offered by AC;
 - d. That teaching methods are engaging and inclusive of diversity;
 - e. That programs concentrate on developing the communication skills of students across a range of styles and media;
 - f. That programs involve flexible learning options including a variety of modes of delivery;



- g. That programs develop from fundamental to advanced notions in a manner which is suitable to the level of the award being taught, and that these notions be organised into subjects in such a way as to facilitate:
 - i. Movement between schools within and outside of AC;
 - ii. Flexibility by allowing identifiable points of re-entry after a period of absence;
 - iii. Recognition of Prior Learning, and transfer of credit with other national framework recognised programs, and;
 - iv. Articulation into postgraduate programs.
- h. That program and subject materials be carefully constructed so as to scaffold students into optimal learning environments;
- i. That programs and teaching methods will be current and relevant to program objectives and student interests;
- j. That programs will develop the English language proficiency of students.

5. Roles and Responsibilities

The following roles and responsibilities apply in relation to this policy:

- 5.1. **Academic Board:** Academic Board is responsible for endorsing and overseeing the implementation of AC's approach to pedagogy in alignment with institutional mission, values, and strategic priorities; ensuring that all programs of study are designed, delivered and reviewed in accordance with the Australian Qualifications Framework (AQF) and regulatory requirements; monitoring academic quality and integrity across all learning and teaching activities; and approving policies and procedures relating to curriculum design, assessment, and learning and teaching innovation.
- 5.2. **Learning and Teaching Committee (LTC):** LTC is responsible for advising the Academic Board on the effectiveness and currency of AC's pedagogical approaches; overseeing the development and implementation of frameworks and guidelines for teaching excellence, student engagement, and curriculum enhancement; reviewing evidence from student feedback, academic performance, and external benchmarking to inform continuous improvement in pedagogy; and promoting staff professional development in teaching and learning.

6. Procedures

- 6.1. N/A

7. Responsible for Implementation

- 7.1. Chair, Learning and Teaching Committee.

8. Related AC Policies or Documents, Standards and Legislations

8.1. AC Policies or Documents

- 8.1.1. N/A.

8.2. Relevant Standards and Legislation

- 8.2.1. The Australian Qualifications Framework | AQF;
- 8.2.2. Higher Education Standards Framework: Standards;
- 8.2.3. National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025, National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025.

9. Review and Revision

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This policy will be reviewed by the Chair, Learning and Teaching Committee on a regular basis in accordance with the Policy Development and Review Policy. Any proposed changes will be tabled at the Learning and Teaching Committee for endorsement and Academic Board for approval. Revisions will be communicated to all relevant stakeholders upon approval.

10. History of Approval and Amendments

Policy owner	Chair, Learning and Teaching Committee
Policy category	Academic
Policy status	Changes to be approved
Approval Body	Academic Board
Endorsement Body	Learning and Teaching Committee
Approval Date	2022.12.20
Last Review Date	2025.10.01
History of Policy Amendments	
V1 2022.12.20	Minor editorial changes
V1.1 2026.03.16	Transferred to new policy template (Roles and responsibilities, definitions added), minor feedback from LTC

Add a new row for each version of the policy. Do not remove previous changes.

Appendices

N/A