

# FIJI NATIONAL UNIVERSITY

## Learning, Teaching & Training Policy

### 1.0 Preamble

- 1.1 Learning, teaching and research are the core activities of the Fiji National University. The University provides wide range of programmes from Certificate level to Postgraduate level and with different modes of delivery.
- 1.2 As per the part II of section 6 of the FNU Decree 2010, The University's main functions include:
  - 1.2.1 to provide for, and encourage the creation, advancement and dissemination of knowledge, through scholarship, research and teaching to the standards acceptable by the Council;
  - 1.2.2 to provide courses of study or instruction, at the levels of achievement the Council considers appropriate, to meet the needs of the community, including technical and vocational education and training.

### 2.0 Purpose of Policy

- 2.1 The purpose of this Policy is to provide guidelines to all staff of the Fiji National University on the implementation of the learning, teaching and research processes.

### 3.0 Scope of Application

- 3.1 The Policy applies to all the learning, teaching and research programmes in all the Colleges/Centres of the University, irrespective of the delivery mode.
- 3.2 The policy is applicable within the context of the UASR and any other decision made by the Senate.

### 4.0 Teaching and Learning Process

- 4.1 The University shall deliver its programmes through modes it determines, which may include face-to face delivery, online delivery, distance delivery through hard copy, self-study, or any combination of modes of delivery.
- 4.2 The University seeks to promote a culture of active learning and engagement of students, and make learning the centre of student-university relationship.
- 4.3 The University shall attempt to create a learning environment which is conducive to effective learning and teaching. For face-to-face delivery, it shall provide proper facilities such as well-ventilated environment, proper lighting, and full set of equipment and teaching aids.
- 4.4 The central philosophy of teaching and learning at the University is the engagement of each student in real-life activities/industry in the subject matter of the student's programme. This engagement shall vary in time between programmes, but in no circumstance be less than a total of an equivalent of 3-months of effective learning time in the enterprise and/or activity so defined. In circumstances as contained in the UASR, this requirement may be waived.

- 4.5 Research shall be part of activities of all higher education stream of academic staff. Where necessary, students shall be engaged as research assistants as part of a learning process.
- 4.6 Faculty members intending to pursue research must consult the research guidelines of the University as provided in the Research Handbook.

## **5.0 Classrooms Design and Locations**

- 5.1 Classrooms, tutorial rooms and teaching and learning space shall be compliant with all occupational and health and safety requirements.
- 5.2 To the extent possible by resource endowments, the University shall create teaching and learning facilities which are convenient for access by students with special needs.
- 5.3 All new building/space design shall take into account the flow of students both in and out of the space and within the space, and must create an environment conducive to learning.
- 5.4 All teaching space shall have the necessary equipment to support teaching and learning.
- 5.5 An inventory of all teaching and learning space shall be maintained at all times.
- 5.6 Non-teaching and learning activities shall not take priority over teaching and learning needs. Where upon need, teaching spaces are used for other FNU sanctioned activities, the spaces shall be made available for teaching at earliest possible.

## **6.0 Computer Laboratories**

- 6.1 All computer labs shall have proper furniture, fully functional desktops/and or laptops with high speed internet facility.
- 6.2 A lab demonstrator/technician shall be present at all times to assist the students.
- 6.3 Spaces for general student labs and teaching labs should be planned and established.

## **7.0 Science Laboratories**

- 7.1 The University shall provide the necessary laboratories for each programme which needs such labs.
- 7.2 Adequate laboratory space should be provided for each student with sufficient gas, electrical, and water outlets for student laboratory activities. Ideally there should be one sink per 4 students at a lab 'station'.
- 7.3 Laboratories shall normally be made to fit a maximum 30 students. The ideal size would depend on the number of lab supervisors; one lab assistant shall supervise labs done by no more than 15 students.
- 7.4 There must be a complete lab manual document that provides standard operating procedures (SOP) for each unit which has a lab component.
- 7.5 Provision of safety equipment must include fire extinguishers, fire blankets, fume hoods, emergency showers, and first-aid kit and eyewash stations.
- 7.6 All chemicals and other dangerous equipment must be stored in a lockable, ventilated room which should not be accessible to students. Flammable or corrosive chemicals should be placed separately in cabinets designed for this purpose. Ventilation systems are highly recommended for laboratories or storage areas in which chemicals are used or stored.
- 7.7 All chemical containers should be labelled with their respective names.
- 7.8 The preparation room for science classes involving movement of chemicals must be adjacent to the teaching rooms.
- 7.9 The science laboratories must also be appropriate for, and enhancing, research in the requisite disciplines.
- 7.10 A proper inventory must be maintained for all labs.

## 8.0 Workshops

Workshops as used in this section refers to rooms and spaces which are special teaching areas with equipment and resources as part of the contact hours of teaching.

- 8.1 The ideal workshop size could be up to 30 participants. One trainer shall supervise no more than 15 students per workshop.
- 8.2 Each student must have the opportunity to work with the equipment necessary for the duration that ensures competency of the student with the equipment.
- 8.3 There must be complete workshop manual for each unit which has a workshop component.
- 8.4 Engineering workshops at TVET level require lecturer presence, together with the presence of a tutorial assistant/tutor/workshop technician.
- 8.5 Workshops for Discourses: College/Centre may choose to invite guests and students to present, discuss and debate new technology, researches or findings. Such workshop venue should be equipped with projectors and projector screens, whiteboard with marker and sufficient and appropriate furniture to cater for its participants.

## 9.0 Tutorial

- 9.1 For all courses, irrespective of the academic term being followed, the ideal tutorial class size is 15 per session. The tutorial classes must be interactive and of one hour duration.
- 9.2 Deans are to ensure tutors are hired as necessary to meet the academic needs of the colleges. The tutorials and labs are to be normally taken by tutors and/or lab demonstrators.

## 10.0 Field Trips

- 10.1 Field trips are course-related activities that serve educational purposes and occur outside of the classroom at a location other than on the campus at which the course is regularly taught.
- 10.2 The ideal size of a field trip group will be up to 90 students.
- 10.3 There shall be one supervisor per 30 students during field trips.
- 10.4 The field trip coordinator must:
  - 10.4.1 Inform and discuss with students the known risks associated with the field trip.
  - 10.4.2 Provide training in the use of necessary safety equipment to students prior to departure.
  - 10.4.3 Instruct and discuss with students how to properly and safely handle situations reasonably likely to occur during the field trip.
- 10.5 In an event of student injury or accident during fieldtrips, the University policies would apply.

## 11.0 Programme Development- Minimum Guidelines:

- 11.1 The College/Centre has the primary role in developing and reviewing the teaching programmes and the units.
- 11.2 This section gives guidelines for each section of the basic template used for Program and Unit descriptor. These are attached in Appendix.
- 11.3 Programme Development Process
  - 11.3.1 The programme which the college/centre would like to offer has to be clearly identified.
  - 11.3.2 Colleges/Centres are to identify the Industry Advisory Committee (IAC), members and submit to Vice Chancellor for approval.

- 11.3.3 IAC needs to be consulted by the Centre/Colleges for each new program and in case of every major change to approved programs and a report of these meetings need to be presented to CAB, SPRC and Senate.
- 11.3.4 Programmes needs to be linked with the academic and intellectual development of students as well as vocational and national needs.
- 11.3.5 College/ Centre may convene College Academic board meeting for programme development and a yearly schedule of CAB meeting dates needs to be given by Dean to all staff at the beginning of each academic year. This schedule shall be placed in University Calendar of events by the Secretariat.
- 11.3.6 There is no restriction on holding any department and school academic board meetings as programs and issues need to be debated and discussed at this level. HOD and HOS must drive this activity.
- 11.3.7 In the event of no new program development in a year, College/centre should still have regular scheduled CAB meetings as all exam matters, including exam board minutes need to be taken to senate through the College/Centre Academic boards.
- 11.4 Issues which need to be considered when proposing new programs, but are not limited the following:
  - 11.4.1 Objectives of the proposed programme;
  - 11.4.2 The proposed programme timeframe;
  - 11.4.3 The budget for the proposed programme;
  - 11.4.4 Teaching/ training methods;
  - 11.4.5 Availability of resources;
  - 11.4.6 The time-line ( considering the internal college/centre process, IAC, SPRC, senate and approval by external agencies such as CAUQ and advertising and offer to students);
  - 11.4.7 The proposed programme may be divided into specific area of specialisation.
  - 11.4.8 Duplication of units, codes, names are to be avoided;
  - 11.4.9 Where a program owned by a College has majors from multiple Colleges such as Bachelor of Education with majors from agriculture, commerce etc, the program structure shall be clear and units offered as per schedule;
  - 11.4.10 The entire content of the programme may be made readily available to stakeholders, for reference and coordination.
  - 11.4.11 The written draft is distributed to all members, allowing them enough time to go through their copy of the draft and make comments and suggestions.
  - 11.4.12 The programme shall be presented in the Department meetings and then to College Academic Board.
  - 11.4.13 The final document shall be presented in the University Senate for approval with the minutes of the College Academic Board and IAC report.
  - 11.4.14 In addition to these academic aspects of the proposed programme the sponsoring school will be required to submit a full business plan to support its application that will contain, but not be limited to, the following information:
    - 11.4.14.1 Evidence of student demand for the programme.
    - 11.4.14.2 Evidence of appropriate job opportunities for the graduates of the programme.
    - 11.4.14.3 Cost of operation of the programme for first two intakes. This should include at least the following: Any additional staffing required and extra central services such as library resources, information technology, office space, equipment, projected student numbers, funding of the program.

## 11.5 Programme Document: Minimum Guidelines

- 11.5.1 Written with clarity and conciseness, this document should have the information below. The Committee for the Accreditation of University Qualification (CAUQ) checklist requirement checklist (attached in Appendix) needs to be ticked off as well and presented for all consultations and approval at College and Senate.
- 11.5.1.1 **Title of the Programme** - shall be described briefly and type of qualification to be awarded at graduation (Example: Bachelors/Degree, Diploma, Certificate IV, Postgraduate Certificate, etc.)
- 11.5.1.2 **Philosophy of the programme** - Provides a concise description of the underlying philosophy of the programme. The philosophy of the programme should be consistent with the mission and educational philosophy of the University.
- 11.5.1.3 **Rationale of the Programme** - The rationale shall provide the justification of the need for the programme. This should be based on the results obtained from analysis of the surrounding educational environment, industrial requirements, job market and feedback obtained from the IAC.
- 11.5.1.4 **Aim** - The general aim of the programme needs to be stated.
- 11.5.1.5 **Expected Learning Outcomes** - The expected learning outcome shall state specific knowledge, skills and attitudes that students are expected to acquire by the end of the programme.
- 11.5.1.6 **Delivery mode** - This could include on-campus face to face approach, e-learning, evening classes, and/or blended learning. Also, the specific units shall be provided for each trimester/semester.
- 11.5.2 Academic Regulations for Proposed Programme.**
- 11.5.2.1 **Admission Requirements** - This shall state a brief description of the target groups for the programme. Also, a clear statement of admission criteria for fresh school leaver and mature applicant should be stated separately.
- 11.5.2.2 **Programme Structure and Requirements** - This shall provide the structure and requirement of each unit in the programme, stating each unit pre-requisite, the number of contact hours, number of self-directed learning, credit value in tabular form.
- 11.5.2.3 The compulsory units and the electives shall be identified.
- 11.5.2.4 Special requirements such as industrial attachments/teaching practicum/ medical attachments shall be clearly stated.
- 11.5.2.5 **Student Assessment** - Student assessment should be according to the UASR. All the forms of assessments must be specified in this section with its weighting.
- 11.5.3 Unit Development Guideline and Specifications**
- 11.5.3.1 Unit descriptor or syllabus provides guidelines to students meeting the minimum entry requirements to enable them to succeed at the particular unit. Any examination, deliberation and approval of unit descriptor should keep this aim in focus. This section provides guideline on the minimum information to be captured in unit guidelines and reference is made to the template attached in Appendix.

- 11.5.3.2 **Unit Code** - Each unit code should be unique and should not repeat a previously used code or shall not be duplicated from the other Colleges/Centres. The college/centre developing a particular unit is the custodian; however, the other college/centre can use these as service units. For any subsequent cross credits of units, and following the cross credit policy, the unit holder College /Centre Dean or Director shall give the approval.
- 11.5.3.3 **Unit Title** - The unit title should reflect the unit content. Existing units with similar names should be checked to avoid duplication.
- 11.5.3.4 **Credit Points** - UASR to be used for credit point allocation. Note in particular the convention that one credit point is equivalent to 15 hours of learning.
- 11.5.3.5 **Level** -Level should relate to learning outcomes appropriate to the stage of a student's programme and appropriately reflect the difficulty level of content.
- 11.5.3.6 **Pre-requisites** -Any prior qualification or experience (e.g. previous unit(s) or equivalent) that is required is to be mentioned. Any restrictions placed through prerequisites must be academically defensible and must also take into account proper student progress, time elapsed between repeat of unit and next offer of unit etc.
- 11.5.3.7 **Total Learning Hours** -The total contact hours with specific contact hours for lectures, tutorial, practicals, field trips needs to be specified. Weekly detail of self-directed learning needs to be given. Example, Reading pages 37- 50, 3 hours.
- 11.5.3.8 **Learning Outcomes** - These should be written in the form of statements of what students should have achieved as a result of the learning, teaching and assessment activities in the unit. The level verbs used in the learning outcomes should be in accordance with the UASR.
- 11.5.3.9 **Resources** -Indicates the material and equipment needed to support teaching the unit e.g. text books, course material, Moodle, computer software, etc.
- 11.5.3.10 **Weekly content** - The summary of weekly unit content shall be provided, specifying the number of hours of lectures, tutorials, workshops and fieldtrips. The reading with specific page numbers shall be provided. Weekly detail of self-directed learning needs to be given. Example, Reading pages 37- 50, 3 hours.
- 11.5.3.11 **Assessment** - All assessment components shall be described with the specific weighting and due dates. Note in particular that at least 40% of all internal assessment for a unit must be completed by the mid-term.
- 11.5.3.12 **Result Notation** - The letter grades for results shall be as per UASR.

## 12.0 AMENDMENTS TO A PROGRAMME

12.1 UASR requires external review of programs and has set time of review under programme approval and review. The guidelines below shall be read in conjunction with the UASR provisions.

12.1.1 Newly accredited programmes are reviewed after their first two years of operation as an interim measure.

- 12.1.2 FNU also undertakes an annual evaluation of the performance of all programmes based on an agreed set of quality and viability indicators.
- 12.1.3 12.3 Programmes that are consistently below the benchmarks set by the FNU may be required to bring forward the Evaluation and Re-accreditation Review.
- 12.1.4 12.4 All courses are evaluated regularly using the FNU's course-level student evaluation instrument and this is compulsory.
- 12.1.5 Programme amendments may also arise from developments in the professional area or Academic discipline, or as a result of input from advisory committees or other stakeholders.
- 12.1.6 As a result of any or all of the above it may be appropriate for a Department or a School to propose amendments to an approved and accredited programme. These amendments may be classified as Major amendments or Minor amendments.
- 12.1.7 Major Amendments to a Programme**
  - 12.1.7.1 A major amendment is triggered by one or more of the following proposed amendments:
    - 12.1.7.2 A change to the title of the programme.
    - 12.1.7.3 A change to the length of the programme.
    - 12.1.7.4 A change in the outcomes of the programme.
    - 12.1.7.5 A change in mode of offering including, but not limited to, the offering of the programme by distance and flexible learning or the use of intensive or off-semester teaching methods.
    - 12.1.7.6 A change in the campus of offering of the programme where that change of campus leads to a significant change in the resources required for the programme.
    - 12.1.7.7 A change involving more than 20% of a programme structure including, but not limited to, the courses taught as part of the programme.
    - 12.1.7.8 A change in a major sequence or a core component of a programme.
    - 12.1.7.9 Introduction of a new major sequence into the programme.
    - 12.1.7.10 A change that leads to a significant change in demand on another part of the College.
- 12.1.8 Major Programme Amendment Approvals** - This involves the process of formal analysis of the amended curriculum at Department or School level and if necessary, a business case for the amended programme and recommendation of its acceptance to the College Academic Board. The approval application will be submitted to CAB and will contain, but not be limited to, the following information where it has been amended from the initial approved programme.
  - 12.1.8.1 Title of programme;
  - 12.1.8.2 Level of programme;
  - 12.1.8.3 School (s) to offer the programme;
  - 12.1.8.4 Proposed date of introduction of the amended programme;
  - 12.1.8.5 Rationale for programme amendment;
  - 12.1.8.6 Change in objectives of programme and changed role for graduates;
  - 12.1.8.7 Change in Learning outcomes;
  - 12.1.8.8 Change in any special focus of programme;
  - 12.1.8.9 Revised programme curriculum structure and details of courses making up the programme.
  - 12.1.8.10 Courses that will be deleted as a result of the amendment.

12.1.8.11 Any change in special requirements of the programme which cannot be accommodated by existing policies, regulations and practices of the College.

12.1.8.12 Evidence that the amended programme continues to meet the accreditation requirements of external authorities where this is relevant for graduate employment or that a new accreditation standard or body will be satisfied with amended programme.

12.1.9 In addition to above academic aspects of the proposed programme the sponsoring school will be required to submit a full business plan similar section 11.2.14 to support its application if the amended programme significantly alters the resource requirements agreed in the initial programme proposal.

13.0 **Minor Amendments to a Programme-** Minor amendments to a programme include, but are not limited to the following:

13.1 Alteration of the sequencing of several sets of courses, such that the objectives and outcomes of the programme are not altered;

13.2 Changes to titles of sequences or of streams when such are not reflected in the title of a programme;

13.3 A change involving less than 20% of a programme structure including, but not limited to the courses taught as part of the programme;

13.4 Amendments to prerequisites qualifications to enter the programme;

13.5 A change in the campus of offering of the programme where that change of campus does not lead to a significant change in the resources required for the programme.

14.0 **Minor Programme Amendment Approval** - This involves the process of formal analysis of the amended curriculum by and recommendation of its acceptance to the School and then College Academic Board.

14.1 The approval application will be submitted to College Academic Board in a standard format which will contain, but not be limited to, the following information where it has been amended from the initial approved programme:

14.1.1 Title of programme;

14.1.2 Proposed date of introduction of the amended programme;

14.1.3 Rationale for programme amendment;

14.1.4 Change in any special focus of programme;

14.1.5 Change in admission requirements;

14.1.6 Revised programme curriculum structure and details of courses making up the programme;

14.1.7 Courses that will be deleted as a result of the amendment;

14.1.8 Evidence that the amended programme continues to meet the accreditation requirements of external authorities where this is relevant for graduate employment or that a new accreditation standard or body will be satisfied with amended programme.

14.1.9 All major and minor amendments shall be presented to the Senate through the CAB for approval

15.0 **Senate Approval of Program Documents and Units**

15.1 The College EO shall submit the approved CAB program/unit documents for all new programmes with minutes of CAB and IAC to the Registrar's office at least 6 months in advance of intended implementation date.



- 15.2 The Registrar shall start the process of Senate Program Review Committee and then submission to senate.
  - 15.3 The SPRC members include all Deans and Directors of Centres. The HOS/HOD who are holders of program or units should be present as well.
  - 15.4 Colleges are to note and comply with decisions of SPRC and send amended documents 21 days in advance of Senate date to Registrar's Office.
  - 15.5 Registrar's office shall place such documents in Senate drive.
  - 15.6 Colleges shall comply with Senate requirements and send all final documents after senate to Registrar's Office, quoting the senate resolution number.
  - 15.7 The senate resolution number shall be part of program/unit document and as footer to be the identifier at all times, including copies given to students.
  - 15.8 All approved programs and units shall be active all the time as per approved program structure.
  - 15.9 Deans must give notice in writing to Vice Chancellor and Registrar's office if unable to offer any unit in a term as per approved program structure. This will be in exceptional circumstance.
  - 15.10 The process of program development, activation and offer shall be part of ISO.
- 16.0 **Admission** - Students have the freedom to pursue any programme of study, seeing that they meet the minimum entry requirement (MER) for the programme and the University policy guidelines.
- 16.1 At enrolment each student shall be given a approved programme document.
  - 16.2 Lecturers and tutors need to ensure through the Class list from Student Management System the students who should be participating /sitting in class by the end of second week of beginning of term. Accepting assignments, marking assignments and allowing students whose names are not on class list to remain in workshops/tutorials class is not allowed. All such case of students must be documented by AO and referred to Office of Registrar by end of second week of Term.
  - 16.3 Deans are to ensure that all units have lecturers assigned before term starts. Tutors needed for labs, workshops also need to be assigned.
  - 16.4 The number of admission shall be controlled for specialised programmes mainly due to resource constraints as well as constrains in providing industrial attachments.
  - 16.5 All quota based selections must be done by processes established by University policies.
- 17.0 **Industrial Attachment**
- 17.1 FNU shall establish link with industry for technical and trade development, particularly in the area of product innovation, design and construction.
    - 17.1.1 Also the Colleges/Centres shall know skill gaps and improve quality of training and obtain materials for teaching and case-studies.
    - 17.1.2 The Colleges/Centres shall have a balanced assessment of trainees and obtain material for case-studies, teaching/lectures.
    - 17.1.3 The College/Centre shall look for opportunities from the industry and match them with the number of trainees qualified to go on attachment.
    - 17.1.4 The College/Centre shall prepare a Code of Conduct to be observed by attachés and provide log books.
    - 17.1.5 The College/Centre shall ensure to conduct their own monitoring and supervision of trainees on attachment.
  - 17.2 **Result release** - All Colleges shall release final results of students for all units before the beginning of new term. There shall be no late results for any unit/course.

- 17.3 **Graduation** - A student shall be apply for graduation as per approved dates by Registrar's Office and graduate at venues decided by FNU.
- 18.0 **Discontinuation and Phasing out of Academic Programmes** - Colleges must submit a proposal for phasing out of Academic Programmes to School Academic Board for consideration and onward submission to the College Academic Board and Senate for approval.
- 17.1 A separate form must be submitted for each Academic Programme in the case where units and disciplines are from other Colleges of the Programme; both Colleges must approve the discontinuation and must submit the required information concerning their respective components within a combined phase out plan. This document is to be signed by respective Deans concerned.
- 17.2 A phase out plan for each Academic Programme must indicate a pathway for students who are enrolled in the programme to complete the programme being phased out. Such a proposal must include a full analysis of all current students in the program by year, including units completed and location of campus and this must be presented to Senate.
- 17.3 All students who are enrolled in a program shall be allowed to complete their program within a specified time approved by senate.
- 17.4 Phasing out plans must be advertised adequately by Colleges. A register of such phased out programmes and units shall be maintained by ICT, Colleges and Registrar's Office.