FLEXIBLE LEARNING POLICY

SECTION 1 - INTRODUCTION

1. This Policy is not applicable to ELICOS students.

2. This Policy provides Reach Community College Pty Ltd ('**The college**') with a framework for flexible learning, within which it can define, describe, plan, resource, implement, monitor and evaluate the range of flexible learning activities it offers students of the college.

3. The Policy recognises that the college demonstrates extensive flexibility in the design and delivery of its curriculum with large variations between fields of training in some dimensions of flexible learning.

4. The Policy is situated within the College's strategic priority to:

   a. maintain a balance of on-campus and flexible learning programs, stimulate greater independence of learning for students as part of lifelong learning, and further develop flexible learning initiatives that are attuned to the needs of our students and strategic partners; and
   b. align with the guidance set out in the national code 2019 that no more than 1/3 of the training can be delivered via the flexible study mode.

SECTION 2 - OBJECTIVES

5. This Policy is designed to establish a shared understanding of flexible learning in the context of the College; and
6. establish quality assurance structures and accountabilities in relation to flexible learning activities.

SECTION 3 - CONTENT

7. The College recognises that the curriculum (include learning resources and assessment activities), can be designed and developed to respond to the diversity of flexible learning needs and experiences that characterise the College's student population.

8. Within the flexible learning framework, the College, therefore, should aim to ensure that, curriculum design and development processes for the entire/partial segment of unit of competency(ices) (**UOC**) (not including ELICOS programs) that has/have been identified suitable for flexible learning

   a. are demonstrably related to the identified learning needs of the college student; and
   b. are developed in consultation with relevant curriculum experts, designers, e-learning experts and other people with acknowledged expertise in the design and development of flexible learning curriculum; and
   c. are equitable and inclusive to a diversity of enrolled students, irrespective of background, experience or culture; and
   d. are designed to encourage opportunities for the development of learning communities through interaction and communication; and
   e. include professional development for staff in the design and development of flexible curriculum

SECTION 4 - DELIVERY

9. Flexible delivery of the curriculum will be provided:
   a. in an appropriate mix of delivery modes (online live streaming, pre-recorded e-learning, distance learning and a combination of any of the 4 methods) which is demonstrably related to the identified flexible learning needs of student cohorts.
   b. in a manner which is equitable and accessible to students.
   c. in a manner that embeds monitoring and systematic review processes to ensure continuous improvement in the quality of all methods of delivery.

d. using a cooperative approach, and including curriculum designers, e-learning experts and other people with acknowledged expertise in the design and development of flexible learning materials and delivery modes; and

e. by academic teaching staff who are proficient in the development of flexible learning materials and have acquired the skills necessary to deliver units and courses in flexible modes of delivery; including technology mediated delivery.

10. The College, therefore, encourages and supports the following measures:
    a. continuing research and development of a range of flexible delivery models.
    b. continuing research into student preferences for various flexible delivery models.
    c. the provision to students of explicit information on the methods of delivery of identified UoC(s) prior to their enrolment.
    d. the development of quality standards and procedures for the production and timely delivery to students of flexible learning materials.
    e. amendments to UoC related documentation such that they identify flexible learning activities addressing administrative and learning support needs.
    f. the inclusion in College business plan and the College's training and assessment strategies of the identified UoC(s) suitable for flexible learning.

SECTION 5 - ADMINISTRATIVE AND LEARNING SUPPORT

11. The College should ensure that the flexible learning activities of the College will be supported by:
    a. collaborative planning and implementation by administrative and learning support areas of their services to support the flexible learning activities of the College.
    b. the availability and accessibility of all administrative and learning support systems and services to ensure maximum 'ease of use' for both staff and students.
    c. continuous assessment of the nature of student markets, emerging technologies, administrative systems and pedagogies for flexible learning.
    d. support for students to develop academic and study skills, information literacy and skills for learning in technology-mediated environments; and
    e. support for staff to develop information literacy and skills for teaching and learning in technology-mediated environments.

12. The College, therefore, should ensure that in support of the flexible learning activities of the College:
    a. administrative and learning support areas collaborate to maximise efficiencies in planning and implementing infrastructure support.
    b. market research is continuously conducted to establish the flexible learning needs of potential students; and
    c. administrative and learning support systems and services for staff and students are regularly reviewed for accessibility and availability.

SECTION 6 - QUALITY

13. The College expects that the quality of all aspects of its flexible learning activities will be assured by:
    a. conforming to all quality-related requirements of the College's compliance-related policies (i.e. Monitoring and course progression policy)
    b. conforming to, and cohering with, all or any other related policies.
    c. supporting and developing staff to train, assess and deliver quality flexible learning to students.
    d. seeking regular feedback from students.

14. The College, therefore, should ensure that the following quality assurance procedures are implemented:
    a. establishment of a flexible learning committee
    b. regular reviews of student feedbacks
    c. regular review of administrative and learning support systems and services to ensure their effectiveness in supporting flexible learning across the college.