

## TEACHING AND LEARNING FRAMEWORK

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<b>Policy Category</b>	Academic		
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<b>Responsible Officer</b>	Head of School		
<b>Related Documents</b>	AIHE Council Terms of Reference Academic Board Terms of Reference AIHE Policy Framework AIHE Quality Assurance Framework AIHE Risk Management Plan AIHE Strategic Plan and Operational Plan Freedom of Academic Inquiry Policy (and related Procedure) Course and Subject Development, Approval, Review and Withdrawal Policy (and related Procedure) External Referencing Policy (and related Procedure) Higher Education Standards Framework (Threshold Standards) 2015 (TEQSA Act 2011) Australian Qualifications Framework		

\* Unless otherwise indicated, this Policy will still apply beyond the review date.

### Document Control

Version #	Date	Key changes
1.0	20/02/2018	Approved by Academic Board

## 1. PURPOSE

1.1 Adelaide Institute of Higher Education (AIHE) has established the Teaching and Learning Framework to assure the quality of its operations and academic outcomes. The Teaching and Learning Framework sets the standards to guide, monitor, measure and improve academic activities at AIHE.

## 2. SCOPE

2.1 The Teaching and Learning Framework applies to AIHE staff and governance bodies involved in academic activities at AIHE.

## 3. POLICY STATEMENT

3.1 AIHE is committed to facilitating the best possible educational outcomes for every student. AIHE attaches the highest importance to ensuring consistently high-quality learning experiences and outcomes for all its students and to supporting academic staff who are employed to achieve these goals.

3.2 AIHE recognises the ongoing, iterative, co-constructed nature of the teaching and learning experience. Positive learning outcomes reflect an interplay between teaching activities and the learning environment provided by AIHE and the skills, knowledge, attitudes and behaviours of its students. AIHE values and practices a relational approach that builds partnership between the students and the Institute.

## 4. PRINCIPLES

4.1 AIHE's relevant and adaptive curriculum is based on contemporary discipline-based theory and practice. The curriculum will be designed to ensure that:

- i. Course Learning Outcomes are clearly matched by the aggregate of Subject Learning Outcomes and reflect the AIHE Graduate Attributes;
- ii. there is a strong focus on preparing students to enter the global workforce either through employment or their own entrepreneurial endeavours;
- iii. there are opportunities for students to gain an international experience and a work place experience;
- iv. students develop collaborative and leadership capabilities through experiential and relational learning techniques; and
- v. student develop skills, knowledge and self-confidence necessary to pursue further specialised or post-graduate studies, conduct independent research, carry out industry and discipline related projects, and apply their learning to their individual organisational and business scenarios.

4.2 An intellectually stimulating, action-based learning experience is reinforced by online learning resources and student support. The learning environment will ensure that:

- i. it caters for the needs of AIHE's student cohort, which is drawn from a number of countries and a variety of educational and social backgrounds;
- ii. the delivery method is blended with an emphasis on campus based, face to face learning that supports experiential and relational learning, creates opportunities for regular feedback and reasonable adjustments to delivery that encourages student participation and learning; and
- iii. the Learning Management System (LMS) is effectively utilised to promote student engagement and learning with 24/7 mobile access to learning materials and services that are designed to support the learning and teaching activities of AIHE.

4.3 Teaching practices are informed by higher education and discipline-based theory and best practice. AIHE recognises that academic staff quality, development and support is essential for the achievement of the student learning outcomes. To ensure teaching is of the highest quality:

- i. AIHE's Council actively supports continuous improvement in teaching through the allocation of resources for research, scholarship and industry engagement as part of AIHE's planning and budget cycle and the design of staff workloads to allow time for innovation and improvement in teaching; and
- ii. academic staff will have:
  - a sound understanding of current scholarship and/or professional practice in the discipline that they teach and/or develop curricula;
  - an understanding of pedagogical and adult learning principles relevant to the student cohort being taught;
  - an awareness of student and other feedback on the quality of their teaching and will have opportunities to improve their teaching;
  - personal development plans including induction programs, industry placements where required and appropriate, on-the-job learning through individual or team coaching, team meetings, information sessions and work discussions, in-house training programs, formal industry sector and higher education seminars, workshops and conferences and performance development and management plans; and
  - an assurance of free intellectual inquiry in learning, teaching and research and freedom to make public comment on issues that lie within their expertise.

4.4 Emphasis is placed on preparing graduates who are ready for careers that require knowledge of the international business environment and practice, who are culturally sensitive and able to make a contribution to business and society. To ensure students receive international business, industry and discipline relevant education and experience AIHE will ensure that relevant local and international business specialists, industry and professional bodies are:

- i. represented on the governing bodies of AIHE;
- ii. included in the subject and course development and review activities to ensure students are being educated in significant industry and discipline relevant knowledge, skills and attitudes; and
- iii. engaged to provide opportunities for student experiential learning which are recognised and pursued.

4.5 The basis of the AIHE assessment approach is that assessment drives learning and therefore:

- i. assessments need to be balanced between formative and summative, include the full range of skills recognised in the graduate attributes and be authentic for the discipline and enhance students' career potential and outcomes
- ii. a balance between developing and assessing individual and collective skills.
- iii. students will be given multiple opportunities to gain and apply feedback to improve their learning
- iv. assessment processes and expectations will be clearly communicated to students in a timely manner that ensures students are fully informed of their responsibilities and requirements.
- v. where students are required to work collaboratively on assessments the grading process will be designed to ensure fairness to all students based on their contribution and collaboration
- vi. assessments will be consistent with AIHE Assessment Policy and Procedures.

4.6 To ensure the quality of curriculum, learning, assessment and feedback and community and industry engagement is maintained, AIHE will evaluate and monitor academic practices.

4.6.1 Academic Board is responsible for evaluation and monitoring of courses, subjects and teaching.

4.6.2 Academic Board will measure performance on educational quality through stakeholder input and feedback including:

- Course Advisory Committee (CAC) reports to Academic Board in relation to the evaluations and reviews of subjects and courses. The CAC consists of both internal and independent external academic representatives and industry experts who will meet at least once each year to evaluate new courses and review existing courses;
- student evaluations of teaching, subjects and courses; and
- benchmarking with similar courses offered by other higher education institutions as set out in the External Referencing Policy.

## **5. ROLES AND RESPONSIBILITIES FOR TEACHING AND LEARNING**

5.1 Academic Board has responsibility for the quality of academic programs and outcomes.

5.2 All sub-committees of Academic Board play important roles in upholding the quality of academic programs and outcomes.

5.3 Quality management of academic programs and outcomes remains the responsibility of all academic staff.