Learning and Teaching Policy

SECTION 1

Purpose

1. This policy describes the Institute of Health & Management's (IHM's) principles as stated below.

    a) Provide a framework, identifying principles for learning and teaching in the Institute of Health & Management (IHM).
    b) Ensure that high quality underpins all IHM courses and units of study regardless of delivery mode.
    c) Ensure academic standards are maintained.
    d) Maximise opportunities for students to enrol in, transition through, and successfully complete their studies.
    e) Ensure that eLearning is used to enhance learning for students studying face-to-face on-campus, blended and/or online.

Scope

2. This policy applies to:

    a) All staff (academic and support), students, decision-making and advisory bodies involved in teaching and curriculum relating to IHM accredited courses and non-award offerings.
    b) To all IHM staff involved in the implementation of courses offered on campus or online.

Definitions

3. The following definitions have their meaning as spelt out below:

    a) **Curriculum** - The overarching design for a course of study that includes philosophies and intention, delivery methods, and outcomes of a course (specifically the learning goals, teaching and assessment methods, course content and learning activities).
    b) **Course** - An integrated set of units of study within a curriculum which comprise core and elective units Courses are defined by diploma or degree rules which determine study plans for individual students. Upon completion of a course of study a student will be admitted as a graduate of a prescribed diploma or degree.
    c) **eLearning**: The use of technology to contribute to or enhance the learning undertaken by students enrolled in a course of study.
    d) **Unit of study** - Units of study are the building blocks of course structure and will enable the development of skills, concepts, approaches, and capabilities which contribute to the graduate attributes and qualities.

Suite documents

4. This Policy is linked to the following procedures:

    a) Learning and Teaching Procedure
    b) See also the Associated Information listed in the 'Related Internal Documents' in Section 3 below.

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SECTION 2

Policy

5.   Principles

The IHM Learning and Teaching Policy is underpinned by inspiring and promoting teaching excellence through:

a)   recognising, promoting, and celebrating and teaching excellence.

b)   offering an inclusive and stimulating learning and teaching environment that recognises diversity.

c)   engaging in learner-centred teaching, supporting, and sharing excellent, innovative, and inclusive learning and teaching practices.

d)   integrating learning technologies into educational settings to increase student access and participation and enhance student engagement.

e)   providing students opportunities to participate in governance and offer feedback relating to learning and teaching.

f)   communicating to students the actions taken in response to feedback to ensure continuous improvement.

g)   providing appropriate professional and educational development and practical resources.

h)   supporting critical inquiry into learning and teaching that embeds scholarship into the curriculum and learning and teaching engagement activities.

i)   maximising learning opportunities for students to develop knowledge, skills and personal values through active learning and real-world experiences.

j)   promote the nexus between teaching, scholarship, and evidence-based practice.

k)   support continuous review and improvement of all aspects of teaching.

6.   Operational principles

IHM will ensure that:

a)   Learning and teaching is informed by international good practice, disciplinary and interdisciplinary knowledge and skills that situate IHM's students as future-focused global citizens.

b)   IHM's established threshold standards for learning and teaching are subject to regular review and benchmarking by Academic Board and the Board of Directors.

c)   IHM's learning and teaching standards will satisfy or exceed relevant statutory and professional regulatory frameworks.

d)   Student engagement and learning is enhanced through learning design, pedagogy (including online learning pedagogy), use of technology and aligned assessment strategies.

7.   Relating to implementation IHM will ensure:

a)   A learner-centric approach informed by principles of adult learning underpin learning and teaching at IHM.

b)   Courses are designed to enhance career opportunities for students.

c)   IHM recognises that all students bring relevant knowledge, skills, and attitudes to their learning experiences. This prior knowledge is recognised and built upon by teachers.

d)   A variety of learning and teaching methodologies complement different learning styles and the content of various courses.

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e) A community of enquiry is sustained that exemplifies freedom of thought, expression, and mutual respect.

f) Consistent, comparable, equitable curricula delivery and student learning experiences maintained across all campuses.

g) All staff are supported in their teaching and practice.

h) All students are supported in their learning.

i) All units of study are effectively designed and delivered resulting in high quality courses.

j) IHM supports teacher enquiry into the scholarship of learning and teaching.

k) IHM supports ongoing professional and academic development of staff.

l) Information literacy is a key graduate attribute and is promoted through all aspects of teaching and

m) student support.

n) Gaining research skills such as library database searching, and evaluation of sources and research

o) methodologies will enable students to engage critically and effectively into whatever matter they wish to pursue.

SECTION 5

Associated information

Related Internal Documents	
	• Learning and Teaching Procedure
	• Academic Honesty and Integrity Policy
	• Academic Honesty and Integrity Procedure
	• Accessibility Policy
	• Accessibility Procedure
	• Access and Equity Policy
	• Access and Equity Procedure
	• Copyright Policy for Students
	• Copyright Procedure for Students
	• Copyright Policy for Staff
	• Copyright Procedure for Staff
	• Staff Recruitment, Selection and Appointment Policy
	• Staff Recruitment, Selection and Appointment Procedure
	• Student Support and Advocacy Service Policy
	• Student Support and Advocacy Service Procedure
	• Student Assessment Policy
	• Student Assessment Procedure
	• Student Complaints and Appeals Policy
	• Student Complaints and Appeals Procedure
	• Student Misconduct Policy
	• Student Misconduct Procedure

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	• Student Academic Progression Policy • Student Academic Progression Procedure • Staff Professional Development Policy • Staff Professional Development Procedure • Student Selection and Admission Policy • Student Selection and Admission Procedure • Assessment Policy • Assessment Procedure • Course Design Policy • Course Design Procedure
Related Legislation, Standards, and Codes	• Tertiary Education and Quality Standards Agency Act 2011 • Higher Education Standards Framework (Threshold Standards) 2021 • TEQSA Guidance Notes: • Education Services for Overseas Students Act 2000 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • Australian Nursing and Midwifery Accreditation Council • Disability Standards for Education 2005
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Change history

Version Control		Version 2
Change Summary	Date	Short description of change, including version number, changes, who considered, approved, etc

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	15/03/2021	Policy and Procedure are separated into two documents
		Added version number, Added definitions
		Minor editorial changes
		Version 2 approved by Academic Board in March 2021

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