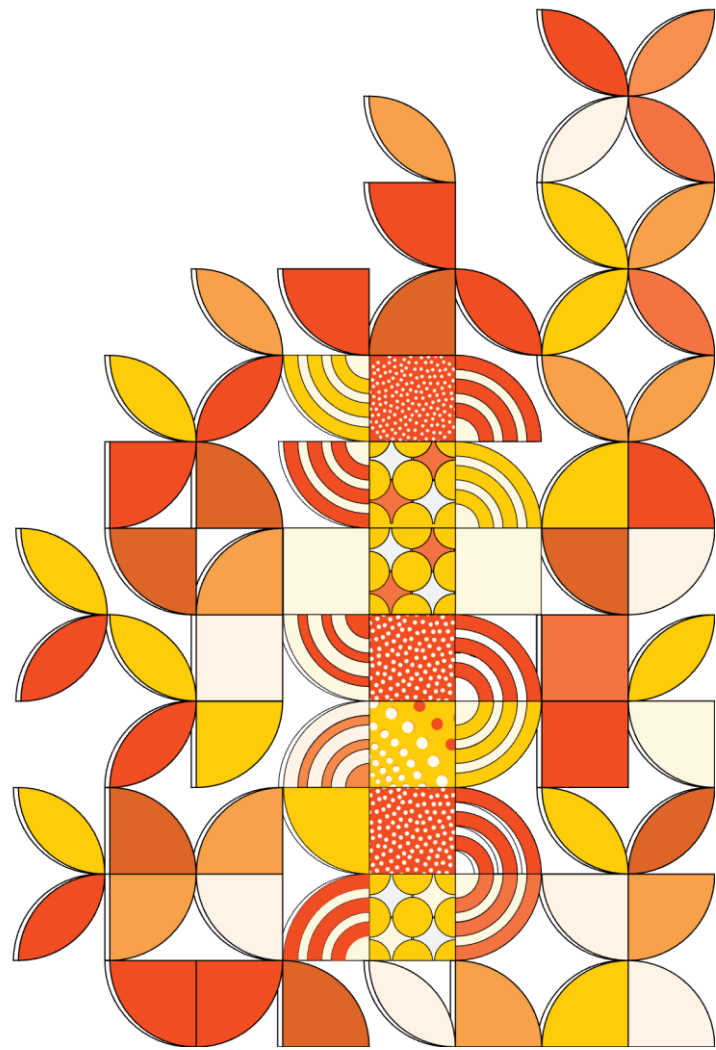


Learning and Teaching Policy



SECTION 1

Purpose

1. The purpose of this Learning and Teaching Policy is to establish a framework for delivering high-quality education at IHM. It aims to ensure students receive an exceptional educational experience, faculty members engage in effective teaching practices, and the institution maintains standards aligned with regulatory requirements.

Scope

2. The policy applies to:
 - a) All staff (academic and support), decision-making and advisory bodies involved in Learning and Teaching, curriculum development and delivery of IHM accredited courses and non-award offerings.
 - b) All IHM staff involved in the implementation of courses offered on campus or online.

Definitions

3. Definitions for key terms are presented in the [Glossary of Terms](#).

Suite documents

4. This Policy is linked to the following procedures:
 - a) Learning and Teaching procedure
 - b) See also Associated Information listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Principles

5. **Excellence in Learning**
 - 9.1 IHM provides an outstanding educational experience that centers on students through student-centered experiences and technology-enhanced learning experiences with comprehensive orientation programs, contemporary, high quality learning spaces, and access to cutting-edge resources.
 - 9.2 Fostering an environment that fosters learning and collaboration where pro-active and transparent monitoring of student progress is enabled, ensuring fair assessment and feedback integration.
 - 9.3 Acknowledges and appreciates students' diverse backgrounds, employing inclusive teaching methods to cater to varied learning needs.
6. **Excellence in Teaching**
 - 10.1 IHM design innovative curricula supported by diverse learning methods, spaces, and technologies.

- 10.2 Excellence in Teaching is achieved through staff support, recruitment of experienced lecturers and teaching staff.
- 10.3 The faculty ensure accessible assistance tailored to student learning needs.
- 10.4 Development of Curricula involves continuous improvement strategies, utilising a holistic, strategically guided by a cross-departmental collaborative approach to Learning and Teaching design and delivery.

7. **Quality assurance**

- 11.1 Quality assurance is ensured through monitoring, benchmarking projects, and engagement with advisory committees that further oversee the continuous improvement activities to meet targeted quality standards.
- 11.2 HM utilises online systems for student evaluation administration, whereby feedback collected is used to guide continuous improvement initiatives.

Policy

8. **Learning and teaching at IHM**

- 8.1 Recognising and appreciating the varied backgrounds, knowledge, and experiences that students bring to their studies, employing inclusive teaching methodologies.
- 8.2 Making reasonable adjustments, where fitting, to ensure all students have equal opportunities for success.
- 8.3 Conducting learning and teaching at IHM in accordance with best-practice academic governance and scholarship principles.
- 8.4 Entrusting Deans and institute qualified teaching staffs with the overarching responsibility for maintaining standards, quality, strategic leadership, and resource allocation to achieve excellence in learning and teaching within faculties, under the broad supervision of the Academic Board and Board of Directors.
- 8.5 Teaching environments are fit-for-purpose, student-centered, and technology-enhanced.
- 8.6 Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

9. **Curriculum design and development:**

- 9.1 IHM curriculum and units are crafted with explicit, measurable, and attainable learning objectives, research-driven content to cultivate the knowledge, abilities, and qualities essential for meeting academic, professional and industry standards.
- 9.2 The structure of courses and units is constructively aligned with suitable student workloads, facilitating the progressive achievement of these learning objectives.
 - a) Courses aim for student success that caters to diversity, career readiness.
 - b) Course design is adaptable, and it engages stakeholders to develop course standards aligned with graduate outcomes, ensuring learner-focused, coherent designs promoting students overall educational growth.
 - c) Course design and development adheres to the course design and development policies and procedures, further supported by regular review for continuous improvement.
- 9.3 IHM prioritizes agile, collaborative, and evidence-based approaches to ensure course quality and adaptability, preparing students as change agents in their communities and globally.
- 9.4 Acknowledgment of cultural diversity and the integration of diverse perspectives in the curriculum.

10 Assessments and feedback

- 10.1 Assessment serves as a means for students to demonstrate graduate qualities and learning outcomes, either within units or through award course frameworks.
- 10.2 The assessment frameworks are carefully crafted to support student learning and ensure satisfactory progression, with faculties and unit coordinators responsible for designing these frameworks to meet specified standards.
- 10.3 Clear guidelines on academic honesty and integrity are provided to students and faculty, further supported by policies and procedures for responding to breaches relating to assessment.
- 10.4 Training for staff on fair and consistent assessment practices is provided with regular revision of current and recommended practices in Australian Higher Education.

11. Engaging students in their learning

- 11.1 IHM provides challenging and engaging education tailored to the level of study.
- 11.2 Learning and teaching at IHM fosters collaboration and interaction among students and staff.
- 11.3 Students are seen as active participants in their learning, encouraged to take responsibility for their education.
- 11.4 Communication between staff and students is to be transparent, timely, relevant, and mutually respectful.
- 11.5 The development and delivery of education is guided by research and evidence to understand students' perspectives and address barriers to effective learning.

12. Strategies and Pedagogical approaches

- 12.1 Bloom's Taxonomy remains a valuable framework for defining learning outcomes and designing activities and assessments to support constructive alignment. It challenges rote memorization approaches, focusing instead on students' ability to apply knowledge. This taxonomy assists teachers in planning instruction and creating valid assessments aligned with real-world skills.
- 12.2 IHM utilizes diverse pedagogical approaches to engage students actively and promote real-world application of knowledge. Methods include project-based, inquiry-based, experiential, and scenario-based learning. These strategies empower students to create and apply knowledge actively, preparing them effectively for their future careers.
- 12.3 Integrate academic, research, and work-related knowledge, skills, and attributes into the curriculum, assessing them where appropriate.
- 12.4 Cultivate students' creativity and problem-solving abilities through learning activities that tackle real-world scenarios using interdisciplinary perspectives and collaboration.

13. Continuous improvement and quality assurance

- 13.1 Strategies for continuous improvement includes collecting and analysing student feedback, conducting course evaluations, and implementing peer reviews to identify areas for improvement.
- 13.2 IHM academic governance practices to ensure alignment with the Higher Education Standards Framework (HES) and other regulatory requirements. A culture of continuous enhancement and compliance with educational guidelines is central to IHM academic governance and scholarship standards.
- 13.3 Staff at IHM embrace a reflective and collaborative approach, utilizing diverse evidence to evaluate their performance and drive ongoing development.

13.4 Staff members are encouraged to participate in a learning community to enhance their professional, teaching, research, and community engagement skills.

13.5 Staff efforts to support the student experience and share scholarly outcomes are acknowledged and rewarded within the teaching community.

SECTION 3

Associated Information

Related Internal Documents	<p>Access and Equity Policy and Procedure</p> <p>Accessibility Policy and Procedure</p> <p>Assessment and Rubric Guidelines</p> <p>Assessment Design, Moderation and Validation Policy and Procedure</p> <p>Copyright Policy for Staff</p> <p>Copyright Policy for Students</p> <p>Copyright Procedure for Staff</p> <p>Copyright Procedure for Students</p> <p>Course Design and Development Policy and Procedure</p> <p>Course Evaluation and Review Policy and Procedure</p> <p>Learning and Teaching Procedure</p> <p>Learning Outcomes Design Guidelines</p> <p>Learning Resources Policy and Procedure</p> <p>Staff Recruitment, Selection and Appointment Policy and Procedure</p> <p>Student Assessment and Examination Policy and Procedure</p> <p>Student Selection and Admission Policy and Procedure</p>
Related Legislation, Standards, and Codes	<p>Tertiary Education and Quality Standards Agency Act 2011</p> <p>Higher Education Standards Framework (Threshold Standards) 2021</p> <p>TEQSA Guidance Notes: Diversity and Equity</p> <p>Education Services for Overseas Students Act 2000</p> <p>National Code of Practice for Providers of Education and Training to Overseas Students 2018</p> <p>Australian Nursing and Midwifery Accreditation Council</p> <p>Australian Association of Social Workers - Australian Social Work Education and Accreditation Standards (ASWEAS) 2023</p>
Date Approved	07.08.2024
Date of Effect	08.08.2024
Date of Next Review	30.07.2027
Approval Authority	Academic Board
Responsibility for implementation	Academic Department
Document Custodian	Academic Dean
IHM Doc ID	IHM-LTP1-3.0

Change History

Version Control		
Change Summary	Date	Short description of change, including version number, changes, who considered, approved, etc
Version 2	15/03/2021	<ul style="list-style-type: none"> • 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
Version 2.1	22/11/2023	<ul style="list-style-type: none"> • The definitions have been relocated to the IHM glossary and the template has been updated.
Version 3.0	08/07/2024	<ul style="list-style-type: none"> • Major revision/re-write made to align with Learning Management System Policy and Procedure and online first teaching approach.