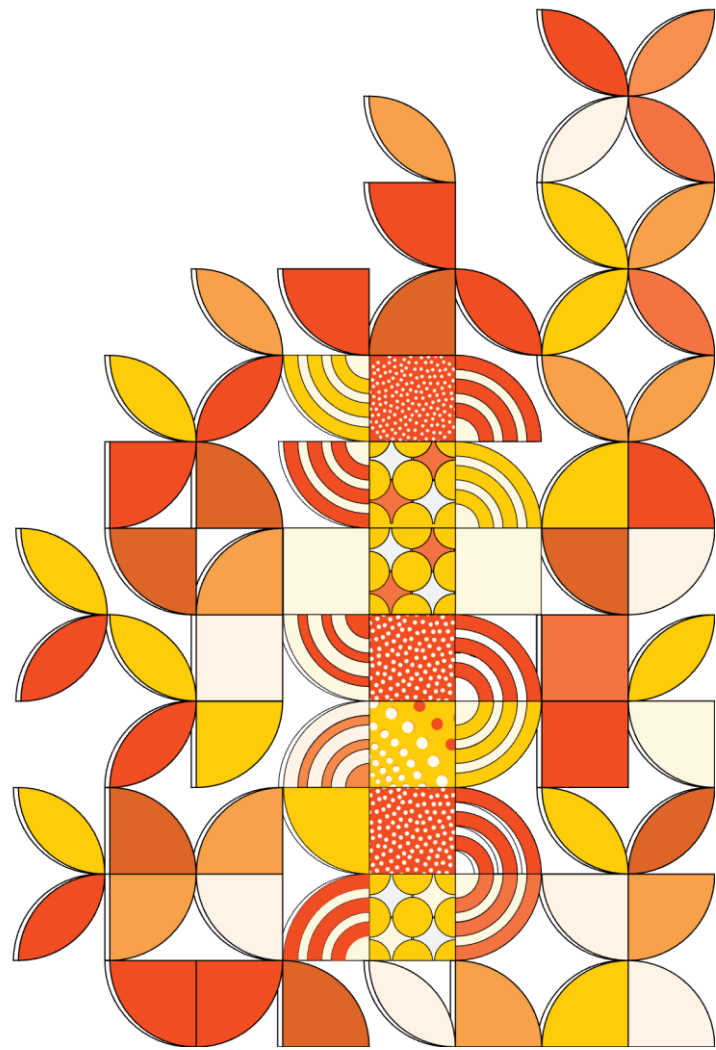


Learning and Teaching Procedure



SECTION 1

Purpose

1. The purpose of this document is to outline the procedures to be followed by the Institute of Health & Management (IHM). This includes:
 - a) Establishing a framework with principles for learning and teaching at IHM.
 - b) Ensuring high quality across all IHM courses and units, where equity for access and opportunity for academic progression is assured across of the mode of delivery.
 - c) Maintaining academic standards.
 - d) Providing maximum opportunities for student enrolment, progression, and successful completion of their studies.
 - e) Utilising eLearning to enhance the learning experience for students in face-to-face, blended, and online study modes

Scope

2. The procedure 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 policies:
 - a) Learning and Teaching policy
 - b) See also Associated Information listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Principles

5. **Student-Centered Approaches:** This principle emphasises designing learning experiences that focus on the needs and interests of students, ensuring they are actively engaged in their learning.
6. **Inclusive Teaching Methodologies:** Inclusive practices ensure that diverse student populations are accommodated, considering factors like cultural background, disabilities, or learning styles.
7. **Diversity and Equity Considerations:** Acknowledging and valuing the diverse backgrounds and experiences of students and ensuring equitable access to educational opportunities.

8. **Continuous Improvement and Innovation:** Encouraging a culture of ongoing improvement, where learning and teaching practices and activities are regularly evaluated and updated based on feedback and new research.
9. **Guiding principles in Learning and teaching activities**
 - 9.1 Rote learning and teaching practices are strongly discouraged at IHM. While IHM acknowledges that students may not have experienced other teaching practices before commencing studies at IHM, IHM endeavours to support and guide all students towards active learning processes and skills development for a future of life-long learning.
 - 9.2 Feedback provided to students should clearly address areas of improvement in line with marking criteria, unit or topic learning outcomes as provided in the teaching content, with constructive guidance to demonstrate the gap between work presented and the target performance. Such guidance is to assist the student to overcome weaknesses independently as part of their active learning process.
 - 9.3 Lectures should aim to have multiple opportunities for interaction, these can be in the form of question breaks, topic polls/votes, reflections, request for critique or find the error exercises among others.
 - 9.4 Building on the foundations of active learning, adult learning theory and the understanding that learning is a social process within a cooperative context¹ and IHM encourages the use of cooperative learning practices.
10. **Learning and Teaching Guidelines: Course minimum requirements**
 - 10.1 All courses at IHM aim to meet or surpass these minimum requirements in all elements of design, development, delivery and improvement.
 - 10.2 All information provided via the Learning Management System (LMS) must remain congruent with the Unit Outlines, curriculum and assessment, Library, LMS and other relevant policy and procedures. It is the responsibility of the academic team to assure these are met before providing materials to the e-Learning/LMS team for publishing.
 - 10.3 All materials described below should meet the minimum requirements before being provided to the e-Learning/LMS team for publishing.
 - 10.4 All new programs/course/unit material should be approved by the academic governing role and/or committee before submitting to the e-Learning/LMS team, i.e., the Course Coordinator approves new unit content, the Head of School approves new course content, in line with Course Development and Advisory Committee (CDAC) approval and guidance.
 - 10.5 These minimum requirements are used to ensure consistency, accessibility and quality per unit and per course as delivered through IHM's LMS.
 - 10.6 Each unit is delivered via a templatised 'shell' in the LMS, providing essential information that includes academic support, guidance for policy and procedures, and key contact information.
 - 10.7 All learning resource materials should be electronically accessible, recent, and abide by IHM's copyright and access guidelines.
 - 10.8 Module topics should be supported with a range of learning resources that are:
 - a) Varied in format, i.e., videos, articles, books, images, interactive media, etc.

¹ Johnson, D.W., Johnston, R.T., & Holubec, E. J. (1998). Advanced cooperative learning (3rd ed.). Edina, MN: Interactive Book Company

- b) Pertinent to the module topic, given topic learning outcome, including relevance to workplace application or context.
 - c) Is of reasonable expectation to read and engage with within the expected hours of study prescribed.
 - d) Clear indication of application of the resource, e.g., essential, or further reading.
- 10.9 All assessments, tutorials and discussion activities should be presented with a statement regarding:
- a) Context
 - b) Instructions
 - c) Key outcomes
- 10.1 Reference to all Unit and Topic learning outcomes should be congruent from the Unit Outline to the module content as presented via the LMS and associated materials.
- 10.2 All lectures should be presented with a title and summary statement.
- 10.3 All reading lists and resources should be presented in correct reference formatting, with working URL's directing to an approved or IHM library source page.
- 10.4 All learning and teaching activities should be conducted in line with learning outcomes of an appropriate AQF level of the unit and course.
- 10.5 Each module should contain at least one activity of synchronous interaction between lecturer and student(s), unless otherwise specified in the course design and unit outlines.
- 10.6 Each module should contain at least one activity in which the teacher provides input to learning and teaching activity other than the lectures unless otherwise specified in the course design and unit outlines. The teacher's contribution should be captured digitally within the LMS; this may consist of responses to discussion forum posts/replies, upload of notes created in a tutorial to the LMS tutorial page etc.
- 10.7 All recorded lectures must be accessible with captions and the presentation slides with 2 days of delivery or at the time of publishing for pre-recorded lectures.
- 10.8 All learning and teaching activities must cater to online, asynchronous accessibility regardless of primary delivery mode. Accessibility is key for supporting ongoing learning where students should be able to access materials after the fact, such as re-reading slides, notes or watching a recording at varying speeds with captions to suit their availability and learning style.
- 10.9 Personalised and constructive feedback should be provided following all summative assessments.
- 10.10 Feedback is to be digitally captured for students personal or collaborative learning and ongoing development wherever possible. For summative assessment, the gradebook of the LMS should be used, for formative assessment direct communication in the LMS emails can be used individually.
- 10.11 Communication between students and academic staff should be transparent and documented via the LMS, IHM email, or other IHM student management systems. All general communication and requests from students should be acknowledged or actioned within 4 business days.
- 10.12 The Unit coordinator, regardless of teaching workload for the delivery of a unit, retains the responsibility for monitoring:
- a) Online conduct and behaviour by students and teaching staff adheres to Student Misconduct Policy and Procedures and Student Code of Conduct.
 - b) Student activity and academic progress, abiding by the Student Academic Progression Policy and Procedure to identify and respond to any concerns or needs of the student in pursuing progression with academic performance and engagement.

Procedure

11. Promoting student participation and engagement

11.1 IHM actively pursues participation and engagement for all students to promote their learning process and potential. Teaching staff take responsibility for:

- a) Clear communication regarding expectations to regularly checking Institute and LMS email and activity updates.
- b) Consulting with students to assure clarity regarding learning and engagement expectations of the students has been provided and addressed where any confusion remains.
- c) Actively monitoring for understanding of teaching content and intended learning outcomes
- d) Assuring Academic Honesty and Integrity policies and procedures are clearly communicated and understood.
- e) Creating an engaging and inclusive learning environment, across all modalities.
- f) Providing constructive feedback that the student can understand and enact for attainment of academic achievement and progression.

12. Student learning support

12.1 In line with the Student Orientation Policy and Procedure, IHM conducts orientation and induction programs for new students to familiarise them with the institute and learning environment. These programs help students prepare for academic success, connect with peers and staff, and understand IHM's expectations.

12.2 As outlines in Student Support Framework, various support services are available at IHM (academic advising, counselling, tutoring) to assist students throughout their studies. Teaching staff should be familiar with the services available and support student access to them were beneficial to their learning experience.

12.3 Teaching staff are to be responsive to the diversity of learning styles and needs of students. They should also be aware of impact of culture on the students needs and experiences, e.g., indigenous, mature age, disability. Integrating diverse perspectives and cultural considerations into the curriculum to create a more comprehensive learning experience.

12.4 Adaptations to learning and teaching activities to support diversity and learning are welcomed at IHM, providing that quality and consistency with regulated content and activities is maintained.

13. Suitability of teaching staff at IHM

13.1 IHM ensures that teaching staff have subject relevant qualifications for any allocated teaching.

13.2 This procedure acknowledges that qualifications may not be the sole measure of suitability.

13.3 IHM requires Higher Education teaching staff to hold qualifications at least one level above the courses they teach (e.g., teaching Levels AQF 6-8 requires a minimum level 9 qualification).

13.4 Guest lecturers may consist of industry relevant representatives, subject matter experts, including existing staff providing their expertise enhances student learning.

13.5 Industry specific criteria or experience may apply for permanent, casual or guest lectureship.

14. Roles and Responsibilities

14.1 **Academic Board:** Overseeing educational quality standards and strategic priorities.

14.2 **Dean and Head of Schools:** Responsible for the quality of learning and teaching within their respective areas.

14.3 Teaching staff: Responsible for effective delivery of courses, adherence to assessment policies, and student support.

14.4 Support staff: Providing necessary support services (library, IT, counseling) to facilitate learning and teaching.

15. Professional Development for staff

15.1 Introducing new teaching staff to the institute's teaching methodologies, policies, and expectations is to be overseen by the reporting manager and Head of School.

15.2 Opportunities for staff to enhance their teaching skills, stay updated with new pedagogical approaches, and integrate technology effectively are encouraged whereby requests should be raised to the course coordinator and/head of school to discuss further with appropriate committees in ensuring quality and consistency of IHM practices.

15.3 IHM encourages staff to engage in peer learning activities, such as workshops or teaching circles, to share best practices and learn from each other.

15.4 IHM endeavours to offer training programs to help staff effectively use new technologies and digital tools in their teaching.

16. Feedback and evaluation

16.1 Evaluation of Teaching Effectiveness: Unit reviews and student feedback should be used to assess the effectiveness of teaching methods and practices to identify areas for improvement. IHM values student feedback and uses it to enhance learning and teaching. Students are encouraged to provide constructive feedback, which is used in the institute's continuous improvement cycle. The institute communicates actions taken in response to feedback at the CDAC.

16.2 Feedback for students: IHM teaching staff are expected to provide opportunities for students to receive constructive feedback on their work to support their learning and improvement. IHM provides timely feedback on assessments to students. Targeted academic support is offered to help students improve their performance.

16.3 Student Learning Outcomes: Assessing whether students are achieving the intended learning outcomes of their courses and units.

17. Quality assurance and improvement

17.1 Regular assessment of the quality of education delivery occurs via the review cycles managed by the CDAC for continuous improvement targets.

17.2 Academic staff are encouraged to assist in developing plans and strategies for enhancing teaching quality based on evaluation outcomes and feedback.

17.3 IHM endeavours to acknowledging and incentivising excellence in teaching to motivate faculty members to maintain high standards.

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 Policy</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>
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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.