Learning and Teaching Procedure

SECTION 1

Purpose

1.   The purpose of this document is to set out the procedures the Institute of Health & Management (IHM) will follow.

    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 procedure 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 Procedure is linked to the following Policy:

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

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SECTION 2

Procedure

5. **Critical engagement**

   a) Students are supported to develop skills and strategies for critically engaging with scholarly literature, key debates, and issues. This principle will be reflected in academics' leading of online discussions, the nature and assessment of students' written work and the selection of set reading materials.

6. **Learner engagement**

   a) eLearning is used to increase the level of engagement and interaction and engagement between students, lecturers, and support staff.

   b) eLearning may include resources and materials to facilitate individual contemplation and study, thereby making a valuable contribution to a student's learning.

   c) Where individual study and contemplation are undertaken, subsequent discussion and communication, including written communication such as blogging, and discussion forums will be used to provide opportunities for students to engage with one another and with their lecturer and discuss the content examined.

7. **Student participation in eLearning**

   a) Students will not be penalised if they fail to participate in real time communication activities, so long as they are able to satisfy the requirements of assessment tasks without doing so.

   b) However, some units may include participation in certain forms of interaction, such as real time web presentations or participation in academic forums, as an assessable item.

   c) Where that is the case, the nature and extent of the participation that is required must be clearly specified in both the unit guide as well as assessment handouts and must be communicated to students via the eLearning platform

8. **Courses expected to exceed minimum requirements**

   a) While the minimum requirements have been specified in this document to ensure that no course is delivered in a way that represents poor quality of insufficient engagement, it is expected that IHM staff involved in course delivery will look beyond these requirements and continually seek new and improved ways to enhance interactivity, content delivery and indeed, all aspects of eLearning.

   b) All units of study will have a course page in LMS, a discussion forum and electronic version of all course materials.

   c) Documentation will be made available wherever possible.

9. **Minimum content requirements**

   Any unit of study must include the following as a minimum content requirement:

   a) A downloadable course guide.

   b) Weekly topics.

   c) Citation information for all required reading and links to eReserves wherever they can be provided under copyright restrictions.

   d) Guide questions for each weekly topic.

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e) Some form of teacher-generated content such as a recorded lecture, set of notes, video presentation, among many others.

f) A timetable or calendar showing weekly schedule, dates and times of any consultations, real time activities, meetings, deadlines for assessment etcetera and this will need to be unique to each intake group for each unit.

g) Details of all assessment tasks and downloadable handouts.

h) At least six pieces of content in a medium other than writing, including videos, images, sound files, animations, interactive virtual objects, etc.

10. **Minimum interactivity requirements**

Each unit of study must include the following forms of interactivity:

a) At least one discussion forum, accessible to all students and regularly moderated by the contract academic.

b) At least one form of assessment that involves two-way communication.

c) At least two means by which students can interact bilaterally with their contract academic in real time (for example, instant messaging and voice over internet protocol).

d) Contract academics must be available to interact with students in real time at least twice per week, and the times during which they will be available with to be clearly communicated to the students.

e) Each unit must include 'virtual classroom' based activities in which students interact with academics and with each other in real time while sharing content.

11. **Standard layout**

a) While materials and activities will vary in complexity and may be designed in innovative ways, the processes for locating and accessing those materials and activities will be similar for all units as well as courses and will align with the conventions of eLearning best practice.

b) This will minimise the cognitive load dedicated to the use and navigation of the LMS and maximise those dedicated to content and discussions.

12. **Learning and teaching**

Learning and teaching activities, assessment and feedback will:

a) align clearly with the stated learning outcomes of the units and courses in which they are delivered and IHM Graduate Attributes.

b) be designed to contribute to the overall course and to the student's educational development.

c) provide, as far as possible, authentic and appropriate opportunities for students to prepare to make a positive contribution to society and their chosen profession.

d) uphold and demonstrate ethical values including academic integrity, ethical use of resources and inclusive practices.

e) be developed and reviewed with the involvement of students and with reference to evidence of student learning outcomes.

f) be delivered with educational expertise using appropriate physical and digital learning environments.

g) The primary means of discussion will be through online discussion forums, in which the contract academic will guide discussion. Students will also communicate through email, instant messaging and other media.

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h)   Student learning is facilitated by experienced and qualified teaching staff from a diversity of academic and practice backgrounds.

i)   Students will also have access to additional help as required through IHM student support services.

13.   **Evaluating and improving learning and teaching**

Learning and teaching activities are continually evaluated and improved through:

a)   a cyclical process of feedback, reflection, and revision

b)   student feedback on the learning experience through the evaluation of teaching and units

c)   peer review of teaching

d)   reviews of units that are not meeting expectations for quality education and action plans for improvement

e)   cyclical course reviews

f)   analysis of learning data to highlight, support and reinforce teaching practices that improve student outcomes

g)   benchmarking activities, as appropriate.

14.   **Student participation in eLearning**

a)   Recommendations for change, addition or replacement of infrastructure, equipment, services, materials, and software relevant to teaching and learning may be presented to the LTC for consideration.

b)   Learning is enhanced through the use of multimedia including audio-visual, interactive CD-ROM based materials accompanying texts, websites, online forums and the IHM electronic learning platform.

c)   Teaching communication is two way and undergoes continual improvement through informal assessment and reflection. Students will be encouraged to discuss course content and literature with one another and with academics.

d)   Course and unit of study development and review will be responsive to student feedback.

e)   Courses and units of study are designed with clear learning outcomes and a coherent structure with alignment between learning outcomes, content and assessment.

SECTION 5

Associated information

Related Internal Documents	- Learning and Teaching Policy - 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

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	• 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 • 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 Summary	Date	Short description of the change, incl version number, changes, who considered, approved, etc.
	15/03/2021	• Policy and Procedure are separated into two documents • Added version number, Added definitions • Minor editorial changes

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