

# Learning and Teaching Policy

<b>Related documents</b>	<ul style="list-style-type: none"> <li>• Learning and Teaching Plan</li> <li>• Professional Development and Scholarly Activity Plan</li> <li>• Recruitment and Selection Policy and Procedure</li> <li>• Equity, Diversity and Aboriginal and Torres Strait Islander Peoples Framework and Policy</li> <li>• Freedom of Intellectual Enquiry Policy</li> <li>• Academic Integrity Policy and Procedure</li> <li>• Academic Progress and Student At-Risk Policy and Procedure</li> <li>• Academic Assessment and Moderation Policy and Procedure</li> <li>• Course and Unit Development and Continuous Improvement Policy and Procedure</li> <li>• External Referencing Policy</li> <li>• Staff Professional Development and Scholarly Activity Policy and Procedure</li> <li>• Student Welfare, Wellbeing and Support Policy and Procedure</li> </ul>
<b>Related legislation and references</b>	<ul style="list-style-type: none"> <li>• Higher Education Standards Framework (Threshold Standards) 2021</li> <li>• Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</li> </ul>
<b>Version</b>	3.1
<b>Approved by</b>	Academic Board
<b>Date approved</b>	6 December 2023
<b>Document Review</b>	This document is to be reviewed every two-years at a minimum from the date of final approval

Version	Review Date and Person/Body	Notes
0.1	Developed and reviewed at 4 February 2020 Learning and Teaching Committee meeting	
1.0	Presented to Academic Board on 18 February 2020 for approval	LTC recommends that the AB approve this policy
2.0	Approved by Academic Board on 18 February 2020	Added reference to the Equity, Diversity and Aboriginal and Torres Strait Islander Peoples Framework and Policy
2.1	Reviewed and approved at 20 October 2020 Academic Board meeting	Minor amendments following comments from external reviewers
3.0	Reviewed and approved by the Academic Board via email circulation on 23 July 2021	Updates made following the response to the TEQSA Request for Information 23 July 2021
3.1	Reviewed and approved by the Academic Board 6 December 2023	Minor update to include LMS name

## Background and Scope

Engaging learning and effective teaching are crucial to MIHE in achieving its organisational goals and objectives. MIHE is committed to improve learning and teaching approach at all levels of its higher education program. This document outlines the framework and principles that MIHE uses in its approach to teaching and learning and applies to all students and staff. The MIHE learning and

teaching framework and principles also reference the Higher Education Standards Framework (Threshold Standards) 2021 (see attachment 1).

## Definitions

Refer to Glossary of Terms.

## Policy

MIHE's framework that guides its approach to learning and teaching is summarised in the table below (and references the Higher Education Standards Framework (Threshold Standards) 2021, see attachment 1):

Key focus	Reference to TEQSA HES framework
Student participation, attainment and learning	<ul style="list-style-type: none"> <li>• Student participation and attainment</li> <li>• Learning environment</li> </ul>
Staff teaching and learning	<ul style="list-style-type: none"> <li>• Teaching</li> <li>• Research training</li> <li>• Learning environment</li> </ul>
Focus on quality, governance and accountability	<ul style="list-style-type: none"> <li>• Governance and accountability</li> <li>• Institutional quality assurance</li> <li>• Representation information and information management</li> </ul>

In accordance with this framework, MIHE's approach to learning and teaching must adhere to the principles outlined in the table below.

Key focus	Principle
Student participation, attainment and learning	<ul style="list-style-type: none"> <li>• MIHE recognises the diverse learning needs of students.</li> <li>• All staff are required: <ul style="list-style-type: none"> <li>○ to support and encourage positive student experiences and transition by recognising student needs and assess the needs and preparedness of individual student cohorts beyond graduation;</li> <li>○ undertake early assessment of student learning needs and academic progress that allows the identification of additional support needs;</li> <li>○ to provide informed and timely advice to students about referral to additional support as required;</li> <li>○ to support and encourage students to participate in activities designed to be intellectually challenging and encourage critical awareness and lifelong learning, assisting students in achieving success in their academic endeavours.</li> </ul> </li> <li>• All MIHE students will have access to the same level of support, regardless of student status, course of study, study load or location of study. MIHE is committed to appropriately address the needs of the students from underrepresented student population, have a disability or long-term illness, experiencing difficult family circumstances, have been negatively impacted by socio-economic circumstances or identify as Aboriginal or Torres Strait Islander. Those students that require additional support will be identified and additional support</li> </ul>

## Learning and Teaching Policy

Key focus	Principle
	<p>provided as required. Also refer to the <i>Equity, Diversity and Aboriginal and Torres Strait Islander Peoples Framework and Policy</i>.</p> <ul style="list-style-type: none"> <li>• <b>Student learning Support</b> The MIHE educational environment consists of physical learning spaces, a learning environment, and support services, including:               <ul style="list-style-type: none"> <li>○ Ensures excellent outcomes and experiences for all.</li> <li>○ Ensures continuous improvement through systematic monitoring.</li> <li>○ Ensures providing all required physical learning resources.</li> </ul> </li> </ul>
Staff teaching and learning	<ul style="list-style-type: none"> <li>• MIHE will ensure that the required staffing complement are sufficient and in place to support specific higher education student cohorts.</li> <li>• In accordance with the <i>Recruitment and Selection Policy and Procedure</i>, all MIHE teaching staff must be appropriately qualified in the relevant discipline and are required to have qualifications of at least one Australian Qualifications Framework level higher than the level they will be teaching. Any exception to this must be reviewed and approved by the Academic Board.</li> <li>• All academic teaching staff must be appropriately qualified and supported to engage in ongoing scholarship in their teaching discipline and the scholarship more generally of teaching and learning. Staff will be given regular and appropriate feedback on their teaching and performance and will be supported to continuously improve their teaching practice.</li> <li>• Academic teaching staff must be available to students for individual consultation to support the learning needs of students.</li> <li>• All academic staff will be supported in their teaching and learning, including (but not limited to) MIHE providing all academic staff with:               <ul style="list-style-type: none"> <li>○ online and remote access to teaching and learning materials;</li> <li>○ technology platforms, tools and resources as required;</li> <li>○ unit outline templates to assist in the development of unit information; and</li> <li>○ induction to MIHE when clear expectations for teaching, engagement and compliance will be communicated and any questions will be addressed.</li> <li>○ provide access to Canvas</li> </ul> </li> </ul>
Focus on quality, governance and accountability	<ul style="list-style-type: none"> <li>• MIHE focuses on quality, teaching, learning, course development and delivery. Specifically:</li> <li>• All MIHE courses must:               <ul style="list-style-type: none"> <li>○ demonstrate a relationship between teaching and delivery activities and intended learning outcomes;</li> <li>○ be designed to reflect MIHE's published Graduate Attributes for all higher education students; and</li> <li>○ be built on relevant conceptual frameworks and integrate up-to-date and emerging knowledge in the relevant fields.</li> </ul> </li> <li>• Teaching and learning activities must:               <ul style="list-style-type: none"> <li>○ be appropriately scaffolded and reflect appropriately the increasing complexity and sophistication of learning outcomes that students must demonstrate before graduation and</li> </ul> </li> </ul>

Key focus	Principle
	<ul style="list-style-type: none"> <li>○ demonstrate sufficient engagement with advanced knowledge and inquiry consistent with the level of study and expected learning outcomes.</li> <li>● MIHE will monitor adherence to learning and teaching quality through its focus on governance and accountability, specifically the Academic Board and Learning and Teaching Committee closely monitor the quality of student participation, attainment and learning and staff, teaching, learning and performance:               <ul style="list-style-type: none"> <li>○ The Academic Board (AB) has ultimate oversight and responsibility for the quality of teaching and learning (see Governance Charter).</li> <li>○ The Learning and Teaching Committee (LTC) is responsible for providing advice and making recommendations to the AB in relation to learning and teaching for all of MIHE’s courses (see Governance Charter). The LTC also advises the AB on strategies and plans related to teaching and learning (including the <i>Learning and Teaching Plan</i>) and is responsible for monitoring and managing quality improvement for teaching and learning activities. The <i>Learning and Teaching Plan</i> includes the academic priorities, key performance indicators and strategies.</li> </ul> </li> <li>● Institutional Quality Assurance:               <ul style="list-style-type: none"> <li>○ In order to ensure quality assurance, MIHE follows good practice in learning and teaching.</li> </ul> </li> </ul>
Academic Integrity	<ul style="list-style-type: none"> <li>● It is MIHE's policy to:               <ul style="list-style-type: none"> <li>○ emphasize and promote academic honesty among staff and students.</li> <li>○ use Turnitin</li> </ul> </li> </ul>

MIHE ensures every unit delivered is adequately supported in terms of the necessary physical, financial, technical and human resources. MIHE will guide academic staff in teaching practice to achieve the academic objectives and will recognise and reward excellence in teaching. MIHE will provide professional development for academic staff to promote continuous improvement of teaching skills and abilities and will encourage academic staff members in their participation in activities related to their fields of study.

All staff members are responsible for encouraging positive student experiences by recognising student needs. All teaching and learning activities must be designed to be intellectually challenging and encourage critical awareness and lifelong learning for the students. All teaching staff must provide clearly outlined learning objectives and outcomes for students at the beginning of each unit. Expectations of students’ involvement in their own learning, including assessment due dates must be clearly stated. All academic staff must assist students in achieving expected academic performance by formal and informal feedback. Assessment and moderation policy and procedure must be accurately followed. Academic staff must review student evaluations of the unit(s) they teach and participate in professional development as well as performance review at MIHE.

# Attachment 1 – TEQSA HES Framework

Source: <https://www.teqsa.gov.au/contextual-overview-hes-framework-2015>

