

Policy Name	LEARNING AND TEACHING POLICY
Policy Number	A006_PO_HE (Academic)
Purpose	The purpose of this policy is to emphasize the Whitehouse Institute of Design, Australia, (Whitehouse) commitment to excellence in creativity, innovation and industry relevance in design orientated learning and teaching.
Scope	This policy applies to all learning and teaching undertaken in accredited higher education courses delivered by Whitehouse.
Policy Statement	<p>In the implementation of this policy, the Whitehouse Academic Board will monitor processes to ensure continuous improvement in learning and teaching as evidenced by:</p> <ul style="list-style-type: none"> • student feedback for good teaching • overall satisfaction feedback and • student retention. <p>The strategies in this policy will be evident in the planning; procedures and processes for all higher education courses of study at Whitehouse.</p> <p>Whitehouse will continue to ensure it places its courses appropriately within:</p> <ul style="list-style-type: none"> • the educational context • the market • the creative industries.
Policy Strategies	<p>The strategies in this Policy will be evident in the planning; procedures and processes for all courses of study at Whitehouse.</p> <p>1. The Design and Development of Curriculum</p> <p>In the design and development of curriculum, Whitehouse expects that its courses and subjects:</p> <ul style="list-style-type: none"> • reflect a commitment to scholarship and pedagogy • are designed to take account of equitable workloads, student support for learning, non-contact (homework) expectations, student assessment, marking practices, grade distribution and include formative and summative feedback on progress • ensure that students receive parity in terms of planned learning resources provision • are developed with course leaders having responsibility for the alignment of subject blueprints and briefs with assessment tasks and the associated teaching and learning activities • conform to all quality-related requirements, rules, policies and processes developed by or through the Academic Board • meet the learning needs of a diverse student profile • satisfy national and professional standards.

2. The Delivery of Courses

In the delivery of courses, Whitehouse requires that:

- students who are correctly enrolled receive study materials, assessment tasks and assessment criteria within published timeframes
- systems are in place to ensure the expeditious development and delivery of study materials that are of high quality and delivered on time
- courses and subjects are consistently well taught
- consideration is given to the diverse range of backgrounds and learning needs of students
- all students receive parity in terms of learning resources provision and guidance to support their learning
- academic staff co-operate to ensure that students in any subject will enjoy consistent learning and teaching experiences, particularly in relation to the moderation of assessment
- staff plan for and accommodate the progression of students over the course of an award.

3. The Assessment of Students

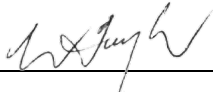
In the assessment of students, Whitehouse requires that:

- both formative and summative kinds of assessment be regarded as central to the process of learning
- special provision be made to provide opportunities for formative assessment and guidance to students on assessment tasks especially in their first year of study and ongoing each study period
- the conduct of student assessment be transparent and fair and follow approved assessment standards for all assessment tasks which are provided to students
- subjects and courses employ systems and structures that where appropriate permit some choice in student learning and assessment
- subject assessors shall have responsibility for appraising the quality of student assessment, for ensuring appropriateness, fairness and constructive alignment of assessment tasks and for ensuring that assessment practices conform to all assessment and quality assurance policies of the Whitehouse Academic Board.

4. The Further Improvement of Teaching and Learning Experiences for Students

- The Academic Board considers that the student learning experience depends on good teaching and support for student learning and sound curricula that have their basis in knowledge, scholarship and professional experience.
- Teaching, learning support and the curriculum must be well informed and subject to continuous reflection and review.
- Opportunities for the improvement of contemporary teaching practice, relevant scholarship and knowledge about student learning be made available to all teaching staff.
- Academic staff maintain and develop their professional skills in teaching and the facilitation of learning, in student assessment practices and in course and subject review procedures.

	<ul style="list-style-type: none"> • Student support systems, including academic skills development and formative guidance on progress associated with assessment tasks be regularly reviewed. • Newly appointed academic staff, including casual staff, be provided with an induction program on teaching and assessment practice at Whitehouse. • The professional development needs of individual teaching staff should be discussed as part of annual Performance Review processes. • The Academic Board shall regularly review the implementation of all policies relating to Learning, Teaching, Curriculum and Assessment. • Academic staff maintain and develop their skills in the utilisation of educational technologies and electronic communication systems in support of student learning. • Feedback from relevant stakeholders as well as national benchmarks is taken into account in course and subject reviews. <p>5. Benchmarking and Moderation</p> <p>Whitehouse will continue to ensure it places its courses appropriately within:</p> <ul style="list-style-type: none"> • the educational context • the market • the creative industries.
<p>Relevant Legislation</p>	<ul style="list-style-type: none"> • Higher Education Standards Framework (Threshold Standards) 2015 • 2016 Higher Education Support Act (2003) • Australia Qualifications Framework (AQF) • Education Services for Overseas Students Act 2000 (ESOS) • Commonwealth Register of International Courses for Overseas Students (CRICOS)
<p>Key Related Documents</p>	<p>Learning and Teaching Procedure</p> <p>Code of Conduct</p> <p>Assessment Policy</p> <p>Assessment Procedure</p> <p>Course Review Policy</p> <p>Course Review Procedure</p> <p>Course Development and Curriculum Review Policy</p> <p>Course Development and Curriculum Review Procedure</p> <p>Free Intellectual Inquiry Policy</p> <p>Access and Equity Policy</p> <p>Access and Equity Procedure</p> <p>Employment Policy</p> <p>Academic Honesty Policy</p> <p>Academic Misconduct Procedure</p>

Definitions	The following definitions apply for the purpose of this Policy. Accredited Course: any of the Higher Education or Vocational Education courses delivered by Whitehouse that lead to a nationally recognised qualification.		
Responsible Officer	Academic Director		
Approval Authority/ Authorities	Academic Board		
Date Approved	10/04/2017		
Date of Commencement	11/04/2017		
Date for Review	11/04/2020		
Documents superseded by this Procedure	12/2015 004-001 Learning and Teaching		
Amendment History	<p>05/2018 Re-branding – Header & Footer only</p> <p>11/12 Changed formatting Significant adjustments and inclusions to policy wording - material changes</p> <p>19/09/2012 Approved and effective</p> <p>10/2016 Policy and Procedures separated and HE and VET documentations separated. Updated formatting and minor amendments</p>		
Signed and dated for Whitehouse Pty Ltd		Les Taylor	30/05/2018
	Signature	Name	Date

INFORMAITON FOR PUBLISIHING ON POLICY REGISTER	
Category	Academic
Stakeholders	Academic Board Executive Management LTACC Academic Staff Administration Staff Students