

<b>Procedure Name</b>	<b>LEARNING AND TEACHING PROCEDURE</b>
<b>Procedure Number</b>	<b>A006_PR_HE (Academic)</b>
<b>Purpose</b>	<p>The purpose of this procedure is to:</p> <ul style="list-style-type: none"> <li>• provide a framework for effective learning and teaching processes and outcomes in all accredited higher education courses at Whitehouse</li> <li>• identify a five-stage process in good teaching practice:             <ol style="list-style-type: none"> <li>1. the design and implementation of the curriculum</li> <li>2. the delivery of courses</li> <li>3. the assessment of students</li> <li>4. the further improvement of learning and teaching experiences for students and</li> <li>5. moderation and benchmarking.</li> </ol> </li> </ul>
<b>Scope</b>	This procedure applies to all learning and teaching undertaken in accredited higher education courses delivered by Whitehouse.
<b>Procedure</b>	<p><b>1. Design and Development of Curriculum</b></p> <p>In order to achieve the learning and teaching policy strategies, the following practices are undertaken:</p> <ul style="list-style-type: none"> <li>• courses are written by experienced teaching staff with backgrounds in the creative industries</li> <li>• the AQF handbook is used to ensure alignment with the prescribed skills and knowledge for the relevant AQF level of the course being developed</li> <li>• internal panel feedback is sought</li> <li>• feedback and input is sourced from a range of external industry practitioners</li> <li>• final drafts are submitted to LTACC for review and feedback, and any major changes are presented to the Academic Board.</li> </ul> <p><b>2. The Delivery of Courses</b></p> <p>In order to achieve the learning policy strategies, the following practices are undertaken:</p> <ul style="list-style-type: none"> <li>• the academic curriculum is mapped on an annual basis to provide for up to date, industry relevant subject matter and provide for progressive learning in each discipline</li> <li>• blueprints for each subject are mapped and reviewed annually to establish consistent language and clarity against course learning outcomes</li> <li>• subject learning outcomes are reviewed annually against AQF requirements</li> <li>• In their first year of study, students should be inducted to the field of knowledge and academic conventions and given guidance and opportunities for formative improvement through assessment processes.</li> </ul>

**3. The Assessment of Students**

In order to achieve the learning and teaching policy objectives, the following practice is undertaken:

- all blueprints and subject briefs include formative and summative assessment tasks across a study period
- at the time of announcement of assessment tasks, students be provided with a clear description of the standards of performance and marking criteria
- assessment practices be reviewed on an annual basis
- formative feedback is provided to students on completed assessment tasks which address how performance might be improved in the subject
- moderation of marking including random double marking and panel marking.

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

In order to achieve the identified policy strategies, the following practices are undertaken:

- to achieve continuous improvement teaching, subjects, subject materials and courses be routinely and reliably evaluated with a view to formative improvement
- student feedback and satisfaction data are regularly collected and reported and contribute to continuous improvement in teaching learning and the curriculum
- staff and relevant line managers are to propose professional development to enhance teaching pedagogy as part of their performance review process
- Whitehouse will bring academic staff together a minimum of once per year to share learning and teaching practices and highlight best practice methodologies and experiences.

**5. Benchmarking and Moderation**

In order to achieve the learning and teaching policy strategies, the following practices are undertaken:

- attendance at events of like institutions, including open days and graduate exhibitions and runway showcases
- attendance at relevant conferences and forums
- involvement with or membership of relevant industry bodies.

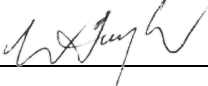
**Relevant Legislation**

- [Higher Education Standards Framework \(Threshold Standards\) 2015](#)
- [Standards for Registered Training Organisations \(RTOs\) 2015](#)
- [Student Identifiers Act 2014](#)
- [2011Higher Education Support Act 2003](#)
- [Australia Qualifications Framework \(AQF\)](#)

**Key Related Documents**

- Learning and Teaching Policy
- Code of Conduct
- Assessment Policy
- Assessment Procedure
- Course Review Policy

	<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> <p>Benchmarking policy</p> <p>Benchmarking procedure</p> <p>Academic Staff Handbook</p>
<b>Definitions</b>	<b>Accredited Course:</b> any of the Higher Education or Vocational Education courses delivered by Whitehouse that lead to a nationally recognized qualification.
<b>Responsible Officer</b>	<p><b>Academic Director</b> is responsible for:</p> <ul style="list-style-type: none"> <li>• the execution, or delegation of the process of the review of learning and teaching</li> <li>• reporting to results of reviews to the Academic Board.</li> </ul>
<b>Approval Authority/ Authorities</b>	Academic Board
<b>Date Approved</b>	10/04/2017
<b>Date of Commencement</b>	11/04/2017
<b>Date for Review</b>	11/04/2020
<b>Documents superseded by this Procedure</b>	004-001 Learning and Teaching
<b>Amendment History</b>	<p><b>05/2018</b></p> <p>Re-branding – Header &amp; Footer only</p> <p><b>11/12</b></p> <p>Changed formatting</p> <p>Significant adjustments and inclusions to policy wording - material changes</p> <p><b>10/09/2012</b></p> <p>Approved and effective</p> <p><b>10/2016</b></p> <p>Policy and Procedures separated and HE and VET documentations separated. Updated formatting and minor amendments</p>

<b>Signed and dated for Whitehouse Pty Ltd</b>		<b>Les Taylor</b>	<b>30/05/2018</b>
	<b>Signature</b>	<b>Name</b>	<b>Date</b>

INFORMAITON FOR PUBLISHING ON POLICY REGISTER	
<b>Category</b>	Academic
<b>Stakeholders</b>	Academic Board Executive Management LTACC Academic Staff Administration Staff Students