

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

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.

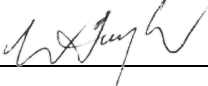
Relevant Legislation

- [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>
Definitions	Accredited Course: any of the Higher Education or Vocational Education courses delivered by Whitehouse that lead to a nationally recognized qualification.
Responsible Officer	<p>Academic Director is responsible for:</p> <ul style="list-style-type: none"> the execution, or delegation of the process of the review of learning and teaching reporting to results of reviews to the Academic Board.
Approval Authority/ Authorities	Academic Board
Date Approved	01/06/2021
Date of Commencement	02/06/2021
Date for Review	01/06/2024
Documents superseded by this Procedure	004-001 Learning and Teaching
Amendment History	<p>06/2021 Re-approval</p> <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>10/09/2012 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	01/06/2021
	Signature	Name	Date

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
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Category	Academic
Stakeholders	Academic Board Executive Management LTACC Academic Staff Administration Staff Students