Learning and Teaching Plan

Overview

1. This *Learning and Teaching Plan* will guide, inform and continually seek to improve the learning experiences and outcomes for students and staff at the Australian International Institute of Higher Education's ("the Institute"). The Plan sets out broad objectives as well as teaching and learning implementation and measurement strategies that are relevant to our students, teachers, and curriculum. This Plan supports the Institute's aim to achieve a reputation for teaching and learning excellence in various disciplines of business.

Objective

2. This Plan promotes flexible and diverse teaching approaches that encourage student-centred, active learning experiences in a supportive and responsive educational environment. The Plan seeks to ensure that all students are given every opportunity to achieve the Institute's Graduate Attributes defined for their courses and instrumental to success in professional practice or further learning in various disciplines of business.

3. To achieve this, the Institute will:

    a) conduct regular quality assurance of all courses and subjects to ensure relevant content, appropriate learning outcomes and effective learning experiences;

    b) support the student learning journey from first year to graduation to improve work-related outcomes as well as further learning opportunities for students;

    c) monitor and support teaching practice, scholarship, and expertise;

    d) provide a well-resourced and supportive campus environment suitable to the diverse needs of all students and staff.

Teaching and Learning Excellence Strategies

4. The Institute is committed to achieving excellence in teaching and learning through strategies related to curriculum, teaching practices, student support and campus environment.

Curriculum

5. The Institute will engage in curriculum development, evaluation, review and renewal (including consultation with external experts) to:

    a) establish and maintain a high-quality student learning experience and successful student progression through subjects and courses;

    b) maintain a high level of relevance to contemporary professional practice and ensure alignment with relevant standards;

    c) ensure student engagement in relevant scholarship as well as professional norms and practices relevant to the information systems and marketing industries;

    d) ensure meaningful, standards-based assessment;

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e) provide stimulating and diverse educational experiences and activities that promote autonomous as well as group learning in dynamic contexts;

f) ensure students are provided with every opportunity to achieve the Institute's Graduate Attributes.

Teaching Practices

6. The Institute values and supports continuous improvement in teaching practices and expertise and is committed to teaching approaches that:

a) offer all students opportunities to engage in a variety of learning exercises and experiences that promote strong discipline specific knowledge and abilities, generic skills, and a self-directed and sustainable approach to ongoing learning;

b) observe Chickering and Gamson's principles (1987 & 1991 Seven Principles for Good Practice in Undergraduate Education). Teaching should:

    I. encourage contacts between students and the Institute's academic staff;

    II. develop reciprocity and cooperation between students;

    III. use active learning techniques;

    IV. give prompt feedback;

    V. emphasise time on task;

    VI. communicate high expectations; and

    VII. respect diverse talents and ways of learning.

c) engage academic staff in regular professional development opportunities and collaborations and encourage academic scholarship, including further study and scholarly research and publication;

d) recognise, promote and reward teaching excellence initiatives and achievements;

e) be informed by outcomes of regular formal and informal evaluation of teaching and coursework conducted with students and teachers.

Student Support

7. The Institute is committed to supporting students develop their intellectual, professional, and personal competence within a well-resourced and responsive Campus environment.

8. Opportunities for students to engage in activities promoting social and professional networks and relationships will be offered at the Campus and student representation on the Institute's committees will be encouraged.

9. The Institute will also support students who experience difficulties in their studies and can provide s academic skills support and personal support where required. The Institute's personalised monitoring academic progress program supports students identified at risk of unsatisfactory progress.

Campus and Learning Environment

10. The Institute commits to providing learning facilities and a Campus environment for all students that is safe, accessible, supportive, well resourced and maintained.

11. The online Learning Management System provides students with adequate and timely access to learning guides, materials, and schedules as well as links to relevant documents, resources and/or staff.

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12. The Institute will continually review, develop and update teaching and learning resources and facilities available through the Library as well as information systems and technologies provided for students to ensure that students have access to high quality intellectual, technological, and physical resources.

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Associated information

Approving body	Academic Board
Date approved	17 September 2020
Date of effect	Commencement of operation
Next scheduled review	Two years from when policy commence
Policy owner	Academic Dean
Policy contact	Academic Dean
Related AIIHE Documents	*Campus Facilities and Security Policy and Procedure* *Facilities and Resources Review Policy and Procedure* *Library Plan* *AIIHE Business Plan* *AIIHE Strategic Plan* *Quality Assurance Framework*
Higher Education Standards Framework (Threshold Standards) 2015 (Cth)	B1.1.3 "Higher Education Provider" Category Section 3.1 Standard 3.3, 1
Other related external instruments/documents	**Related Legislation** • *Tertiary Education Quality and Standards Agency Act 2011 (Cth)* • *Australian Qualification Framework (AQF)*

Document history

Version	Author	Changes	Approval Date
1.0	Not applicable	Original version	17 September 2020

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Appendix One

Excellence in Curriculum and Teaching Strategy

Strategy	Task	Indicator	Time Frame	Responsibility
1. Develop courses and subjects that promote flexible learning aligned with professional practice	1.1 Annual Course(s) and Subject(s) Review including benchmarking with relevant institutions to ensure good practice in the business education sector	1.1.1 Course(s) and Subject(s) Review Report and Benchmarking Report.	Annual	Academic Dean Course Coordinator Course Advisory Committee Academic Board
2. Course(s) and Subject(s) are regularly reviewed to consider changes in Higher Education, scholarship, industry and global social trends	2.1 Subject Moderation Program	2.1.1 Internal and external Subject moderation reports to Academic Board	Per Semester	Course Coordinator Course Advisory Committee Academic Board
3. Recognise and Reward excellence in teaching	3.1 Review diverse sources of data including student and teacher evaluations, subject results to identify teaching excellence and student achievement	3.1.1 Teaching Excellence nominations to the Teaching & Learning Committee for an Institutional award 3.1.2 Academic Dean Awards	Annual By Semester	Academic Dean
4. Promote academic professional development and scholarship	4.1 Academic Staff Professional Development Program	4.1.1 Academic attendance and evaluation of professional development sessions related to teaching and learning, and scholarships	By Semester	Academic Dean

Strategy	Task	Indicator	Time Frame	Responsibility
	4.2 Academic Staff Induction Program	*4.2.1* Academic attendance and evaluation of induction	By Semester	Academic Dean
	4.3 Encourage and support further study undertaken by academic staff as well as scholarly publication in relevant journals and conferences	*4.3.1* Staff credentials, scholarly publications and conference attendance	Annual review and dissemination of staff achievements	Academic Dean
5. Continuously evaluate course work and teaching quality through student feedback and academic staff feedback	*5.1* Student Satisfaction Survey	*5.1.1* Student feedback and metrics		Course Coordinators Academic Dean Academic Board
	5.2 Student focus group interviews	*5.2.1* Institutional response to student feedback		Course Coordinators Academic Dean
	5.3 Academic Staff Satisfaction Survey	*5.3.1* Summary Report to Teaching & Learning Committee	By Semester	Course Coordinators Academic Dean
	5.4 Peer evaluation and mentoring process for academic staff	*5.4.1* Staff feedback		CEO Academic Dean
		5.4.2 Regular peer evaluation and mentoring		Academic Dean
6. Ensure that teaching and learning is well resourced	*6.1* Teaching and Learning annual budget plan provided	*6.1.1* Adequately funded plan incorporating coursework,	By Semester	CEO

Strategy	Task		Indicator		Time Frame	Responsibility
				student support and academic development		
	6.2	Accessible and comprehensive Learning Management System	6.2.1	Student and staff engagement and satisfaction with Learning Management System		CEO Academic Dean
	6.3	Continuously improve learning resources including library resources hard copy and online as well as learning technologies	6.3.1	Library catalogue statistics		
			6.3.2	Student and staff feedback		
7. Ensure consistency in teaching and learning	7.1	Subject Moderation Program	7.1.1	Internal and external subject moderation reports to Academic Board	By Semester	Academic Dean Course Coordinators
	7.2	Student satisfaction survey	7.2.1	Teaching and learning feedback	By Semester	Academic Dean
	7.3	Published policies and procedures for teaching and learning	7.3.1	Review all policies every two (2) years	Every two (2) years	
8. Fulfil graduate attributes, improve employability and play a significant role in the	8.1	Review graduate attributes and adjust for relevance to current local and global business environments	8.1.1	Graduate Attributes published in all Course and Subject Outline	Annual	Academic Dean

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Strategy	Task	Indicator	Time Frame	Responsibility
development of well-rounded citizens	8.2 Job skills and employment program	8.2.1 Student attendance and satisfaction	By Semester	Academic Dean CEO
	8.3 Provide regular employer presentation and networking events	8.3.1 Employer-related events and student attendance/ evaluation	By Semester	
	8.4 Develop measurement tool for employer satisfaction with AIIHE graduates	8.4.1 Employer feedback	Annual from year 2	CEO
	8.5 Academic Integrity Policy and process	8.5.1 Misconduct Database	By Semester	Academic Dean

Excellence in student support and resourcing strategy

Strategy	Task	Indicator	Time Frame	Responsibility
1. A well-resourced academic skills support program including published information, skills development sessions and personal tutoring available for all students in fields of referencing, academic writing, exam preparation, etc.	1.1 Academic skills support program resourced and skills sessions scheduled	1.1.1 Student attendance and satisfaction/ student progress	By Semester	CEO Academic Dean Student Support Officer

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Strategy	Task	Indicator	Time Frame	Responsibility
2. Library information and literacy skills program available for all students	2.1 Regular Information and Literacy skills sessions advertised to students	2.1.1 Student attendance/ satisfaction	Per Semester	Student Support Officer
3. Regular social interaction and engagement opportunities are offered for all students and staff at campus and appropriate facilities provided	3.1 Student Social Club – provide student input to Campus events	3.1.1 Student attendance/ satisfaction	Establish Semester 1	CEO Student Support Officer
	3.2 Social Event Calendar	3.2.1 Social Event Calendar	By Semester	Student Support Officer
	3.3 Student Representative Council	3.3.1 Council meetings and recommendations to Academic Board	Establish Semester 1	
4. Provide for student safety	4.1 Campus emergency contact information provided to all students	4.1.1 Critical Incident and Emergency Plan and reports	By Semester	CEO
	4.2 Student Code of Conduct	4.2.1 Student Misconduct Register		CEO Academic Dean