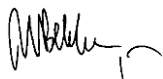


# LEARNING AND TEACHING POLICY

<b>Policy Name</b>	<b>Learning and Teaching Policy</b>
<b>Policy Number</b>	A002
<b>Approval Authority</b>	Board of Directors
<b>Responsible Officer</b>	Dean and Principal
<b>Operational Responsibility</b>	Academic Manager
<b>Purpose</b>	<p>The policy focuses on the core business of LCI Melbourne (LCIM) which is to provide innovative and professional design and arts education to support a positive learning environment that is stimulating and relevant.</p> <p>The LCIM student learning experience relies on positive teaching practices and support for student learning that are informed by knowledge, scholarship and professional experience. LCIM endeavours to provide excellence in teaching and learning and to assist students in acquiring the knowledge and expertise to secure engaging careers in creative disciplines.</p>
<b>Scope</b>	This policy applies to all learning and teaching undertaken in accredited higher education courses delivered by LCIM and impacts all LCI MELBOURNE students and Academic and Student Support staff.
<b>Policy Statement</b>	<p>In the implementation of this policy, the LCIM Academic Board will monitor processes to ensure continuous improvement in learning and teaching as evidenced by:</p> <ul style="list-style-type: none"> <li>• student feedback for good teaching</li> <li>• overall satisfaction feedback and</li> <li>• student retention.</li> </ul> <p>The strategies in this policy will be evident in the planning; procedures and processes for all higher education courses of study at LCIM.</p> <p>LCIM will continue to ensure it places its programs and pedagogical development appropriately within:</p> <ul style="list-style-type: none"> <li>• the higher education context</li> <li>• industry expectations</li> <li>• the student expectations</li> </ul>

<p><b>Policy Strategies</b></p>	<ol style="list-style-type: none"> <li>1. Pedagogical development and unit design. In the design and development of units within the curriculum LCIM ensures and maintains: <ul style="list-style-type: none"> <li>• contemporary pedagogy informed by relevant scholarship</li> <li>• all units consider the student experience with balanced workloads, formative and summative feedback and relevant assessments aligned to the unit learning outcomes.</li> <li>• relevant resources are accessible and available to all students providing equity</li> <li>• units outlines provide clear details of required briefs, weekly plans and assessment tasks</li> <li>• the individual unit outlines align to the overall program learning outcomes</li> <li>• meet the learning needs of a diverse student profile</li> <li>• satisfy national and professional standards.</li> </ul> </li>   <li>2. Delivery of teaching and the learning experience In the delivery of courses, LCIM requires that: <ul style="list-style-type: none"> <li>• students who are correctly enrolled receive assessment tasks and assessment criteria within published timeframes</li> <li>• consideration is given to the diverse range of backgrounds and learning needs of students</li> <li>• all students equitable access to resources</li> <li>• academic staff co-operate to ensure that students in any unit will have access to consistent learning and teaching experiences</li> <li>• academic staff engage with moderation of teaching materials and practices to ensure consistency</li> <li>• staff plan for and accommodate the progression of students over the course of a program.</li> </ul> </li>   <li>3. The Assessment of Students In the assessment of students, LCIM requires that: <ul style="list-style-type: none"> <li>• both formative and summative kinds of assessment be integral to all leaning experiences and be included in every unit</li> <li>• rubric frameworks are created for all assessment tasks across all units</li> <li>• student assessment be transparent and impartial</li> <li>• students have access to alternative assessment methodology to align to learning needs when deemed appropriate</li> <li>• all academic staff ensure assessment practices to quality assurance policies of the LCIM Academic Board.</li> </ul> </li> </ol>
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	<p>4. Review of teaching practices are informed by</p> <ul style="list-style-type: none"> <li>• The curriculum must be well informed and subject to continuous reflection and review</li> <li>• Continuous improvement of contemporary teaching practice, relevant scholarship and knowledge about student learning</li> <li>• Academic staff maintain professional development and scholarship in the field to facilitate improved student learning, updated assessment practices and unit content relevance as reported in the annual performance review process</li> <li>• All new staff are appropriately inducted to LCIM teaching, learning and assessment practices</li> <li>• Industry feedback is sought on teaching and learning practices through industry advisory groups</li> <li>• The Academic Board shall regularly review the implementation of all policies and procedures aligned to learning and teaching</li> </ul> <p>5. Moderation</p> <p>LCIM will engage in continuous improvement practice and course quality assurance through moderation to ensure accuracy, consistency and fairness by:</p> <ul style="list-style-type: none"> <li>• Moderation of individual units, assessment tasks and project briefs which will be built into quality control processes throughout the learning life cycle of a program.</li> <li>• Moderation approaches will reflect unit objectives and relevant graduate attributes and align with specified learning outcomes</li> </ul> <p>Academic teams at LCIM will engage in a process of moderation by:</p> <ul style="list-style-type: none"> <li>• Cross engagement and consultation of academic teams in the assessment process</li> <li>• Academic peer review in classroom activities and engagement</li> </ul> <p>External review of units through benchmarking processes</p>	
<b>Definitions</b>	Academic staff	Permanent and casual (sessional) employees engaged in Unit coordination, teaching and assessment.
	Teaching	The transfer of skills, knowledge and their application by academic staff to students
	Learning	The acquisition of skills, knowledge and their application.
	Moderation	An assurance process by which an assessment, unit outline and student workload is quality assessed for consistency and fairness by a neutral and qualified academic
	Institute	LCI Melbourne
<b>Relevant Legislation</b>	<ul style="list-style-type: none"> <li>• <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a></li> </ul>	

	<ul style="list-style-type: none"> <li>• <a href="#">2016 Higher Education Support Act (2003)</a></li> <li>• <a href="#">Australia Qualifications Framework (AQF)</a></li> <li>• <a href="#">Education Services for Overseas Students Act 2000</a> (ESOS)</li> <li>• <a href="#">Commonwealth Register of International Courses for Overseas Students</a> (CRICOS)</li> </ul>		
<b>Key Related Documents</b>	Learning and Teaching Policy		
Date Approved	22 October 2019		
Date of Commencement	23 October 2019		
Date for Review	Q3 2022		
Documents superseded by this Procedure	Teaching and Learning Policy 2017		
Amendment History	New Policy		
Signed and dated for LCI Melbourne		Prof Warren Bebbington	9 October 2019

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Policy/Procedure Category	Academic
Responsible Officer	Dean and Principal
Review Date	Q3 2019
Approved by	
Academic Board	
Change and Version Control	

Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Academic Dean	New policy – adapted from LCI Vancouver	02.12.2017	13.12.2017
1.0	Dean and Principal	New procedure		