

Procedure Name	Learning and Teaching Procedure
Procedure Number	A002
Approval Authority	Academic Board
Responsible Officer	Dean
Operational Responsibility	Academic Operations Manager
Purpose	<p>The policy focuses on the core business of LCI Melbourne (LCIM) which is to provide innovative and professional education across diverse fields of study 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>
Scope	This policy applies to all learning and teaching undertaken in accredited higher education courses delivered by LCIM and impacts all LCIM students and Academic and Student Support staff.
Procedure Statement	<p>The implementation of this policy is consistent with the expectations of Higher Education Standards Framework (Threshold Standards) 2021 (HESF) <i>Domain 5: Institutional quality assurance 5.3 Monitoring, Review, and Improvement</i>. The LCIM Academic Board will monitor processes to ensure review and continuous improvement in learning and teaching as evidenced by:</p> <ul style="list-style-type: none"> ▪ student feedback for quality teaching; ▪ overall student experience satisfaction feedback; and ▪ student retention. <p>The strategies in this policy will be evident in the planning; procedures and processes for all higher education fields of study at LCIM.</p>

	<p>LCIM will continue to ensure it places its courses and pedagogical development appropriately within:</p> <ul style="list-style-type: none"> ▪ the higher education context ▪ fields of study industry expectations ▪ the student expectations •
<p>Procedure Strategies</p>	<p><i>1. Pedagogical development and unit design.</i></p> <p>In the design and development of units within the curriculum LCIM ensures and maintains:</p> <ul style="list-style-type: none"> ▪ that all course design, across all fields of study, complies with the requirements of HESF Domain 3: Teaching Standard 3.1.1 ▪ contemporary pedagogy informed by relevant scholarship ▪ all units consider the student experience with balanced workloads, formative and summative feedback and relevant assessments aligned to the course and unit learning outcomes and the attainment of the appropriate AQF level ▪ relevant information and learning resources are accessible and available to all students providing equity ▪ units outlines provide clear details of a unit descriptor, unit learning outcomes, volume of learning, weekly unit learning activities, assessment tasks, assessment developmental rubrics and LCIM policies and procedures ▪ meet the learning needs of a diverse student profile ▪ satisfies the expectations of LCIM's Developing Standards of Academic Performance guidelines document ▪ satisfy national and professional benchmarks and standards. <p><i>2. Delivery of teaching and the learning experience</i></p> <p>In the delivery of courses, LCIM requires that:</p>

	<ul style="list-style-type: none"> ▪ students who are correctly enrolled receive unit assessment tasks and unit assessment criteria within published timeframes ▪ consideration is given to the diverse range of backgrounds and learning needs of students ▪ all students have equitable access to information and learning resources ▪ academic staff co-operate to ensure that students in any unit will have access to consistent learning and teaching experiences ▪ academic staff engage with moderation of teaching materials and practices to ensure consistency ▪ staff plan for and accommodate the progression of students over the duration of a course and field of study. <p><i>3. The Assessment of Students</i></p> <p>In the assessment of students, LCIM requires that:</p> <ul style="list-style-type: none"> ▪ both formative and summative kinds of assessment be integral to all learning experiences and be included in every unit ▪ developmental rubric frameworks are created for all assessment tasks across all units ▪ student assessment be transparent and impartial ▪ students have access to reasonably adjusted assessment methodology to align to learning needs when deemed appropriate ▪ all academic staff ensure assessment practices to quality assurance policies of the LCIM Academic Board. <p><i>4. Review of teaching practices are informed by</i></p> <ul style="list-style-type: none"> ▪ the curriculum must be well informed and subject to continuous reflection and review
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- continuous improvement of contemporary teaching practice, relevant scholarship and knowledge about student learning
- 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
- all new staff are appropriately inducted to LCIM learning, teaching and assessment practices through familiarisation of LCIM's *Developing Standards of Academic Performance* guidelines
- industry feedback is sought on learning and teaching practices through industry advisory groups
- the Academic Board shall regularly review the implementation of all policies and procedures aligned to learning and teaching

5. Moderation

LCIM will engage in continuous improvement practice and course quality assurance through moderation to ensure accuracy, consistency, and fairness by:

- moderation of individual units, assessment tasks and project briefs which will be built into quality control processes throughout the learning life cycle of a course and field of study
- moderation approaches will reflect unit objectives and relevant graduate attributes and align with specified course and unit learning outcomes
- moderation process align with the broader goals and mission of LCIM and support the institution's educational objectives.

Academic teams at LCIM will engage in a process of moderation by:

	<ul style="list-style-type: none"> ▪ cross engagement and consultation of academic teams in the assessment process ▪ academic peer review in classroom activities and engagement <p>external review of units through benchmarking processes, to ensure that the curriculum and assessment align with real-world need</p>		
Definitions	Academic staff	Permanent and casual (sessional) employees engaged in Unit coordination, teaching, preparation, assessment and student consultation.	
	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.	
Relevant Legislation	<ul style="list-style-type: none"> ▪ Higher Education Standards Framework (Threshold Standards) 2021 ▪ 2021 Higher Education Support Act (2003) ▪ Australian Qualifications Framework (AQF) ▪ Education Services for Overseas Students Act 2000 (ESOS) ▪ Commonwealth Register of International Courses for Overseas Students (CRICOS) 		
Key Related Documents	Learning and Teaching Policy		
Date Approved	9 October 2023		
Date of Commencement	9 October 2023		
Date for Review	M4 2026		
Documents superseded by this Procedure	A005 Learning and Teaching Procedure 2020		
Amendment History	Updates to Policy and Procedure in line with HESF updates 2021		
Signed and dated for LCI Melbourne	Professor Andrew Flitman	MTG 4 2023 AB minutes	9 October 2023

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Policy/Procedure Category	Academic
Responsible Officer	Dean
Stakeholders	Board of Directors Academic Board Leadership Team Academic Staff Professional Staff Students
Review Date	MTG 4 2026
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
2.0	Dean	New Policy and procedure	27.10.2020	27.10.2020
3.0	Dean	Updated HESF guidelines 2021	31.01.2022	31.01.2022
4.0	Dean	Updated	09.10.2023	09.10.2023