

Learning and Teaching Policy

1. Purpose and Scope

- 1.1 AIAT has established the Learning and Teaching Policy to assure the quality of its academic outcomes. The Learning and Teaching Policy sets the standards to guide, monitor, measure and improve academic activities at AIAT.
- 1.2 The Learning and Teaching Policy applies to academic and support staff and governance bodies engaged in academic activities at AIAT.

2. Definitions

Refer to *Glossary of Terms*.

3. Policy Statement

- 3.1 AIAT is committed to engaging students in a dynamic educational environment. AIAT attaches the highest importance to ensuring consistently high quality learning experiences to facilitate positive outcomes and to supporting academic staff who are employed to achieve these goals. This policy should be read in conjunction with the Student Access and Equity Policy.
- 3.2 AIAT learning and teaching activities are predicated on a constructivist pedagogy, recognising the experiences that learners bring to their studies. Positive learning outcomes are a result of interaction between teaching activities and the learning environment and the skills, knowledge, attitudes and behaviours of the students. AIATs experience emphasises the partnership between the students, the discipline, industry and AIAT.

4. Policy Principles

- 4.1 AIAT's flexible curriculum is based on contemporary theory and practice. The curriculum is designed to ensure that:
 - 4.1.1 course learning outcomes are clearly met by the aggregate of subject learning outcomes and reflect the AIAT Graduate Attributes;
 - 4.1.2 there is a strong focus on preparing students to enter the workforce with theoretical, technical, ethical and professional skills and knowledge for current and emerging contexts;
 - 4.1.3 there are opportunities for students to apply learning to workplace scenarios;
 - 4.1.4 students develop team and leadership capabilities through experiential and problem-based learning techniques; and
 - 4.1.5 students develop skills, knowledge and self-confidence necessary to pursue further specialised studies, conduct independent research, contribute to industry

and discipline related projects, and apply their learning to organisational and business scenarios.

- 4.2 An intellectually stimulating, action-based learning experience is equitable across all delivery modes: face to face, hybrid and online. All students have access to comprehensive online learning resources and student support, including scheduled and non-scheduled access to teaching staff outside class time. Refer to the Student Support and Welfare Policy and Student Access and Equity Policy.
- 4.3 The learning environment will ensure that:
 - 4.3.1 it caters for the needs of AIAT's student cohort, which is drawn from a number of countries and a variety of backgrounds;
 - 4.3.2 all delivery methods support experiential learning, create opportunities for regular feedback and reasonable adjustments to delivery that encourages student participation and learning; and
 - 4.3.3 the Learning Management System (LMS) is effectively used to promote student engagement and learning with access to learning materials and services that are designed to support the learning and teaching activities. Refer to Technology Enhanced Learning and Teaching Policy.
- 4.4 Teaching practices are informed by higher education and discipline-based theory and best practice. AIAT recognises that academic staff quality, development and support is essential for the achievement of the student learning outcomes. To ensure teaching is of the highest quality AIAT's Academic Board supports continuous improvement in teaching through the provision of resources for research, scholarship and industry engagement and the allocation of staff workloads to allow time for innovation and enhancement in teaching. Refer to Academic Scholarship Policy and Staff Performance Policy.
- 4.5 Emphasis is placed on preparing graduates who are ready for industry roles that require knowledge of advanced technologies, the international business environment and professional practice, who are culturally sensitive and able to innovate and transform business, their disciplines and society. To ensure students receive appropriate education and experience AIAT ensures that relevant industry specialists and professional bodies are included in teaching and curriculum development activities.
- 4.6 The basis of the AIAT assessment approach is that assessment drives learning and therefore assessments will be balanced between formative and summative, aligned with learning outcomes, include the full range of skills recognised in the graduate attributes and be appropriate for the discipline and enhance students' career potential and outcomes. Curriculum delivery and assessment enable students to develop self regulated learning capabilities in order for them to become agents of their own learning for the longer term.

Students will be given the opportunity to develop team and individual skills, receive and apply feedback to improve practice, receive clear and timely information on assessment

requirements and receive fair assessment processes, particularly in regard to group assessments. Assessments are consistent with the Assessment Policy.

- 4.7 To ensure the quality of curriculum, assessment, feedback, and community and industry engagement is maintained, AIAT will evaluate and monitor academic practices. Refer to Course and Subject Lifecycle: Review, Monitoring and Change Policy.
- 4.8 Academic Board measures performance on educational quality through stakeholder input and feedback including student evaluations of teaching, benchmarking with similar courses as set out in various policies, and through reports from relevant committees, including Course Development Committee, Course Review Committee and Academic Monitoring and Progression Committee.

5. Roles and responsibilities

- 5.1 The Academic Board has responsibility for
 - 5.1.1 the quality of academic programs and outcomes; and
 - 5.1.2 evaluating and monitoring of courses, subjects and teaching.
- 5.2 The Learning and Teaching Committee is responsible for monitoring and making recommendations for improvement related to learning and teaching to the Academic Board.
- 5.3 The Director, Learning and Teaching is responsible for development of any learning and teaching improvements and recommendations.
- 5.4 All AIAT academic committees are responsible for maintaining the quality of academic programs and outcomes.
- 5.5 The academic and non-academic staff are responsible for
 - 5.5.1 embedding and implementing the learning and teaching culture and practices at AIAT; and
 - 5.5.2 ensuring quality of academic subjects and courses.

6. Policy Details

Institution	Australian Institute of Advanced Technologies (AIAT)
Policy name	Learning and Teaching Policy
Policy Reference No.	POL – 28
Policy Approval	Board of Directors
Policy Authority	Academic Board
Responsible Officer	Learning and Teaching Committee
Governance Reference Threshold Standards	HESF 2021: 1.4, 2.2, 3.1, 3.3

Related Documents	<p>Assessment Policy</p> <p>Assessment Procedure</p> <p>Academic Scholarship Policy</p> <p>Staff Performance Policy</p> <p>Student Support and Welfare Policy</p> <p>Student Access and Equity Policy</p> <p>Technology Enhanced Learning and Teaching Policy</p> <p>Course and Subject Lifecycle: Review, Monitoring and Change Policy</p> <p>Course and Subject Lifecycle: Review, Monitoring and Change Procedure</p>
Related Legislation	Higher Education Standards Framework 2021
References	<p>AIAT has referred and benchmarked with the following institutions and policies during the creation of this policy:</p> <p>N/A</p>
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Policy Category	Academic

7. Document Version Control

Document No	POL – 28	Last Modify Date	Summary of Changes
Version No	1.0	NA	Initial version approved by Board of Directors
	1.01	8/4/2022	Updated policy number
Created Date	March 2022		